

**SOUTH DAKOTA**

**TEACHER**

**EFFECTIVENESS**

**PILOT**

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## **INTRODUCTION**

Planning for teacher evaluation reform in South Dakota commenced in 2010 with the passage of legislation that required school districts to adopt professional teaching standards and conduct regular teacher evaluations. The same legislation charged the South Dakota Department of Education with the development of a model evaluation tool.

The following year a workgroup comprised of education stakeholders recommended adoption of The Charlotte Danielson Framework to serve as performance standards for South Dakota teachers. The South Dakota Framework for Teaching, comprised of teaching standards provided by the South Dakota Board of Education, were piloted in selected South Dakota school districts during the 2011-2012 school year.

As part of the state's application for flexibility from the federal Elementary and Secondary Education Act (ESEA), commonly referred to as No Child Left Behind, additional evaluation reform measures were introduced. As part of this waiver application, the state agreed to expand the educator evaluation and professional support systems to incorporate quantitative measures of student growth as one factor in determining and differentiating teacher effectiveness.

In 2012 a Teacher Evaluation Workgroup developed a draft handbook that promoted evaluation best practices and created a framework for future work of incorporating student growth into the state's evaluation procedures. The following year, the newly formed South Dakota Commission on Teaching and Learning was tasked with continuing the work of the Teacher Evaluation Workgroup by providing districts with recommended procedures and practices that satisfy both federal and state requirements. The Commission on Teaching and Learning relied upon input from teachers, school administrators, school board members, education stakeholders, and members of the South Dakota Department of Education to include those recommended procedures and practices that comprise the Teacher Effectiveness Handbook.

Recommended procedures and practices presented in the Teacher Effectiveness Handbook were piloted in selected South Dakota schools during the 2013-2014

school year. Pilot schools representing school districts of various sizes, geographic locations, and administrative structures were requested to implement and experiment with evaluation systems that utilize multiple measures of professional practice and student growth to determine and differentiate teacher performance. This report summarizes the results of those efforts reported by the teachers and principals comprising the pilot schools.

## **PURPOSES**

The purposes of the South Dakota Teacher Effectiveness Pilot included the following:

1. Assess administrative procedures, training and support systems associated with implementing teacher evaluation systems that are based upon both professional practice (teaching standards) and student growth (quantitative measures of student performance).
2. Identify best practices, challenges and opportunities associated with implementing teacher evaluation systems, with an emphasis on including student academic growth as one of the significant measures of teacher effectiveness; and
3. Inform any necessary changes to the model teacher evaluation system, which will be an option for districts to use as state and federal teacher evaluation requirements take effect in the 2014-15 school year.

## **PRINCIPLES OF THE TEACHER EFFECTIVENESS PILOT**

In order to achieve the purposes of the South Dakota Teacher Effectiveness Pilot, schools involved in the pilot were requested to implement local teacher evaluation systems based on the following four core principles:

1. Comprehensive Staff Training – pilot participants received training on evaluating teachers utilizing measures of both professional practice and student growth.
2. Consistent Evaluation Cycle – all probationary teachers (i.e. in their first through third years of employment) were targeted for evaluation during the

2013-2014 pilot year. In addition, pilot schools were requested to evaluate non-probationary teachers who were scheduled for evaluation during the 2013-2014 school year.

3. Multiple Measures, Including Student Growth – evidence of professional practice measured against the South Dakota Framework for Teaching was gathered through formal classroom observations and compilation of relevant documentation. Student academic growth also was included as one measure of teacher performance.
4. Summative Teacher Performance Ratings – pilot districts combined two measures of teacher performance – professional teaching practice and student growth – into a summative teacher performance rating.

## **RESEARCH METHODOLOGY**

### **Participating Schools**

Twenty schools were selected to participate in the Teacher Effectiveness Pilot during the 2013-2014 school year. In addition to participating in the research project, teachers and principals from these schools were awarded stipends to attend pilot training events that focused on evaluating professional practice and evaluating student growth. These participants also were expected to attend two days of school-level coaching in the teacher effectiveness process. The participating schools (including school districts if not included in the school name) included the following:

- Alcester-Hudson Junior High School
- Tyndall Elementary School (Bon Homme)
- Fred Assam Elementary School (Brandon Valley)
- Bridgewater-Emery High School
- Medary Elementary School (Brookings)
- Clark Middle School
- Dell Rapids High School
- Groton Middle School
- Harrisburg High School

- Irene-Wakonda Junior High School
- Lead-Deadwood Elementary School
- McLaughlin Elementary School
- McLaughlin Middle School
- McLaughlin High School
- Mobridge-Pollack Middle School
- Southwest Middle School (Rapid City)
- Redfield High School
- South Central High School
- Wagner Elementary School
- Wessington Springs High School

## **Instrumentation**

**Teacher and Principal Surveys.** Drs. Mark Baron and Fred Aderhold, professors of educational administration at the University of South Dakota, developed both a teacher survey and principal survey to gather feedback from participants regarding the implementation of the Teacher Effectiveness Pilot process. A panel of individuals from the South Dakota Department of Education and East Dakota Educational Cooperative, as well as several principals and teachers from schools not participating in the Teacher Effectiveness Pilot carefully reviewed both surveys for form and content. Based on these reviews, appropriate revisions were made to both surveys.

The final version of the teacher survey consisted of 50 items that addressed administrative procedures, training, and support systems associated with implementing the teacher evaluation system; identifying best practices, challenges, and opportunities associated with implementing the teacher evaluation system; and, informing any necessary changes to the model teacher evaluation system prior to system-wide implementation scheduled for the 2014-2015 school year. Forty-four items on the teacher survey used multiple choice format, while an additional six items were open ended allowing responding teachers to express their thoughts in their own words. The teacher survey may be found online at [https://docs.google.com/forms/d/12vYTpYnmMWRDpfHF2iAzOkIEJf\\_aUy9yG0B\\_W8q70sM/viewform?usp=send\\_form](https://docs.google.com/forms/d/12vYTpYnmMWRDpfHF2iAzOkIEJf_aUy9yG0B_W8q70sM/viewform?usp=send_form).

The final version of the principal survey consisted of 48 items that explored the principals' perceptions regarding administrative procedures, training, and support systems associated with implementing the teacher evaluation system; identifying best practices, challenges, and opportunities associated with implementing the teacher evaluation system; and, informing any necessary changes to the model teacher evaluation system prior to system-wide implementation scheduled for the 2014-2015 school year. The principal survey may be found online at [https://docs.google.com/forms/d/1cX2gAazAx6LxR1F72P0kDYPS4jQtnFsE1mc3CY\\_D4og/viewform?usp=send\\_form](https://docs.google.com/forms/d/1cX2gAazAx6LxR1F72P0kDYPS4jQtnFsE1mc3CY_D4og/viewform?usp=send_form).

**Teacher and Principal Focus Group Interviews.** Drs. Baron and Aderhold also created a focus group interview protocol for both teachers and principals who participated in the year-long Teacher Effectiveness Pilot. The focus group interviews were designed to gather participants' views regarding the overall effectiveness of the pilot implementation as well as providing an opportunity for them to comment on elements of the process including Student Learning Objectives (SLOs), effectiveness of training sessions, and changes they observed in the teacher evaluation process over the course of the pilot year.

Both focus group interview protocols were reviewed by members of the South Dakota Department of Education and East Dakota Educational Cooperative, as well as several principals and teachers from schools not participating in the Teacher Effectiveness Pilot. The final version of both the teacher and principal interviews consisted of 28 open-ended items. Additionally, the principal focus group interview requested summative ratings of all teachers evaluated during the pilot year as well as samples of each teacher's Students Learning Objectives developed during the year. Samples of the teacher and principal focus group interview protocols may be found in Appendices A and B, respectively.

## **Data Collection**

**Teacher and Principal Surveys.** Data from the principal surveys were collected initially during February 2014 with a follow-up administration in March. Principals were emailed an invitation to participate that included a link to the principal survey instrument and an attached cover sheet explained the purpose of the survey and provided another link to the survey instrument. The link led



directly to the principal survey that was posted online as a Google<sup>®</sup> form that could be completed and submitted electronically.

During the same time period, principals also were sent an email requesting them to forward the attached teacher cover letter to each teacher in their school who had participated in the pilot. The teacher cover letter contained a link that directed them to the survey instrument that was posted online as a Google<sup>®</sup> form that could be completed and submitted electronically. Principals received follow-up emails to forward to their teachers during March. The data collection period for the teacher and principal surveys ended in late March.

**Teacher and Principal Focus Group Interviews.** Data from the teacher and principal focus group interviews were collected during May and June 2014. Teacher and principal focus group interviews were conducted in person at 13 of the 20 schools by the researchers who conducted the interviews either individually or together. Principals at these schools were requested to assemble several teachers from their building who had participated in the pilot and could provide valuable feedback. Teachers in each of these buildings were interviewed separately from the principals.

The teachers and principals at the remaining seven schools were interviewed electronically. An email with the same focus group interview questions and a cover letter was sent to each of these seven principals. The principals were requested to forward the teacher focus group interview questions to each of their teachers who had participated in the pilot. Principals and teachers were requested to write their responses to each interview question and forward the completed interviews back to the researchers.

**Summative Teacher Ratings and Student Learning Objectives.** An additional element of the principal focus group interview was a request to provide summative evaluations for their teachers as well as sample SLOs from their teachers. As most principals had not yet collected teachers' SLOs or completed the summative ratings of their teachers in early May, a follow-up request was emailed each principal in June requesting their SLOs and a summary of their teachers' summative ratings for the year. Data collection for the focus groups ended in mid-June 2014.

## **Data Analysis**

**Teacher and Principal Surveys.** Responses to the multiple choice items comprising the teacher and principal surveys were analyzed using descriptive statistics including means, standard deviations, frequencies, and percentages. Responses to the open-ended items were listed individually and examined for similarities and differences. Similar responses were grouped together and the main themes expressed in these responses determined. All descriptive statistics and initial open-ended response listings utilized the Statistical Package for the Social Sciences (IBM SPSS, Version 22.0).

**Teacher and Principal Focus Group Interviews.** Responses to the open-ended items comprising the teacher and principal focus group interviews were analyzed using qualitative methodology. Responses to each sub-item of the semi-structured interviews were listed individually and examined for similarities. Similar responses were grouped together and the main themes expressed in these responses were determined.

**Summative Teacher Ratings.** The final data analyzed were the principals' summative ratings of their teachers utilizing the principal effectiveness pilot evaluation system. Frequencies and percentages of those rated *below expectations*, *meeting expectations*, and *exceeding expectations* were computed.

**Student Learning Objectives.** Once collected from the principals, the SLOs were examined qualitatively. Due to the variation in formats used to describe their SLOs, analysis consisted of combining similarly structured objectives and identifying commonalities and differences in the objectives.

## RESULTS

Results of data analysis are presented in separate sections for the teacher and principal surveys, teacher and principal focus group responses, Student Learning Objectives, and summative teacher ratings. Results will be presented as tables or charts with an accompanying narrative summary of the salient findings. *All percentages in tables that do not sum to 100.0 are due to rounding off to the tenths place. Additionally, most narratives that accompany tables combine the two highest and two lowest responses to each item with the neutral or midpoint responses omitted to enhance interpretability of the responses.*

### Teacher Survey Results

Results from the responses of returned teacher surveys are presented in this section. A total of 184 teachers responded to the survey.

Table 1. How helpful was the Department of Education (DOE) pilot training (held in June) that introduced the Teacher Effectiveness Model and *Teachscape*?

	No.	%
Did not attend training	111	60.3
Attended training	73	39.7
Extremely helpful	1	1.4
Very helpful	17	23.3
Somewhat helpful	30	41.1
A little helpful	19	26.0
Not at all helpful	6	8.2

More than half the teachers (60.3%) did not attend the DOE training held in June. Of those who did attend, nearly a quarter (24.7%) indicated the training was extremely or very helpful while just over a third (34.2%) expressed the opposite view that the training was either a little helpful or not at all helpful.

Table 2. How helpful was the Department of Education (DOE) pilot training (held in July or August) that introduced Student Learning Targets (Student Learning Objectives) as a measure of student growth?

	No.	%
Did not attend training	91	49.5
Attended training	93	50.5
Extremely helpful	0	0.0
Very helpful	26	27.9
Somewhat helpful	42	45.2
A little helpful	17	18.3
Not at all helpful	8	8.6

Slightly more than half the teachers (50.5%) attended the DOE training held in July/August. Of those, just over a quarter indicated the training was very helpful (27.9%) while a similar number (26.9%) expressed an opposing view that the training was either a little helpful or not at all helpful.

Table 3. Have you been provided access to the *Teachscape* software that provides in-depth training on the state's teaching standards (Danielson Framework)?

	No.	%
Yes	148	80.4
No	36	19.6

The great majority of teachers (80.4%) was provided access to the *Teachscape* software. Fewer than one in five teachers were not provided access.

Table 4. How helpful was the online *Teachscape* training course in providing an understanding of the teaching standards?

	No.	%
Have not completed the training	67	36.4
Have completed the training	117	63.6
Extremely helpful	1	0.9
Very helpful	24	20.5
Somewhat helpful	55	47.0
A little helpful	28	23.9
Not at all helpful	9	7.7

Nearly two thirds of the teachers (63.6%) completed the *Teachscape* training course. Of those who completed the course, just over one in five (21.4%) found it helpful while nearly one third (31.6%) did not.

Table 5. How helpful was the *Teachscape Focus* training in helping you improve your instruction?

	No.	%
Have not completed the training	73	39.7
Have completed the training	111	60.3
Extremely helpful	1	0.9
Very helpful	17	15.3
Somewhat helpful	56	50.4
A little helpful	25	22.5
Not at all helpful	12	10.8

More than half the teachers (60.3%) completed the *Teachscape Focus* training course. Of those who completed the course, fewer than one in five (16.2%) found it helpful while one third (33.3%) did not.

Table 6. How helpful was the *Teachscape Reflect* in helping you participate in the evaluation process?

	No.	%
Have not used <i>Teachscape Reflect</i>	60	32.6
Have used <i>Teachscape Reflect</i>	124	67.4
Extremely helpful	1	0.8
Very helpful	31	25.0
Somewhat helpful	50	40.3
A little helpful	30	24.2
Not at all helpful	12	9.7

More than two thirds of the teachers (67.4%) have used the *Teachscape Reflect* to assist them in the evaluation process. Of those who used *Teachscape Reflect*, about one quarter of the teachers (25.8%) found it helpful while one third (33.9%) did not.

Table 7. How helpful was the state-paid coaching or professional development in helping with the implementation of the Teacher Effectiveness Model?

	No.	%
Have not completed the professional development	85	46.2
Have completed the professional development	99	53.8
Extremely helpful	2	2.0
Very helpful	21	21.2
Somewhat helpful	45	45.5
A little helpful	19	19.2
Not at all helpful	12	12.1

Slightly more than half the teachers (53.8%) completed the state-paid coaching or professional development model to help with implementation of the Teacher Effectiveness Model. Of those who completed the professional development, almost one quarter of the teachers (23.2%) found it helpful while nearly one third (31.3%) did not.

Table 8. I understand how my Student Learning Objectives factor in to my overall teacher performance rating.

	No.	%
Yes	92	50.0
Somewhat	73	39.7
No	19	10.3

Half the teachers (50.0%) understood how their SLOs factor into their overall performance rating. Only about one in ten teachers (10.3%) did not understand this.

Table 9. I am aware that I am expected to maintain a teacher portfolio of evidence related to non-observable components (Domains 1 and 4) of the Framework for Teaching.

	No.	%
Yes	62	33.7
Somewhat	65	35.3
No	57	31.0

Nearly equal numbers of teachers were aware (33.7%), somewhat aware (35.3%), or unaware (31.0%) of the expectations to maintain a teacher portfolio of evidence related to non-observable components (Domains 1 and 4) of the Framework for Teaching.

Table 10. I have established a Student Learning Objective that will be used to evaluate student growth.

	No.	%
Yes	144	78.3
Somewhat	17	9.2
No	23	12.5

The great majority of teachers (78.3%) established a SLO that will be used to evaluate student growth in their classrooms. Only one in eight teachers (12.5%) had not established an SLO.

Table 11. My principal and I collaborated in establishing the Student Learning Objectives that will be used to evaluate student growth.

	No.	%
Yes	119	64.7
Somewhat	33	17.9
No	32	17.4

Nearly two thirds of the teachers (64.7%) collaborated with their principals in establishing the SLOs that will be used to evaluate their student growth. Only about one out of six teachers (17.4%) did not collaborate with their principals in this process.



Table 12. Prior to your participation in the pilot, did you have any experience with using assessment to write goals for student learning?

	No.	%
Yes	73	39.7
Somewhat	55	29.9
No	56	30.4

Nearly two in five teachers (39.7%) had experience with using assessment to write goals for student learning prior to participating in the pilot. Slightly less than one third of the teachers (30.4%) did not have similar experience.

Table 13. I understand how I will receive a performance rating based on my professional teaching practice (Danielson Framework) and student growth (SLOs).

	No.	%
Yes	110	59.8
Somewhat	59	32.1
No	15	8.1

The majority of teachers (59.8%) understood how the Danielson Framework and SLOs will be used to determine their performance ratings. Less than one teacher in ten (8.1%) did not understand.

Table 14. I collaborated with other teachers in developing a Student Learning Objective.

	No.	%
Yes	77	41.8
Somewhat	43	23.4
No	64	34.8

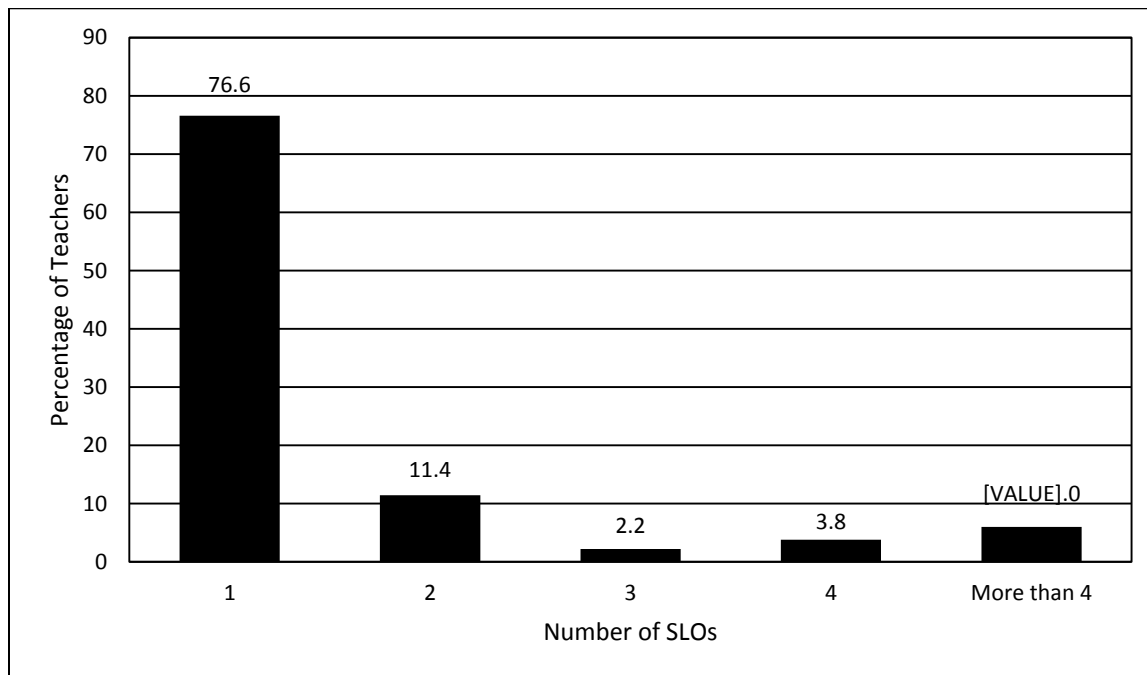
Nearly half the teachers (41.8%) collaborated with other teachers in developing their SLOs. Only about one third of teachers (34.8%) did not collaborate with other teachers in this process.

Table 15. I am aware that my overall performance rating will fall into one of three categories: Below Expectations, Meets Expectations, or Exceeds Expectations.

	No.	%
Yes	148	80.4
Somewhat	27	14.7
No	9	4.9

More than three quarters of the teachers (80.4%) were aware that their overall performance rating will fall into the categories of either Below Expectations, Meets Expectations, or Exceeds Expectations.

Figure 1. How many Student Learning Objectives will be considered in your evaluation?



More than three quarters of the teachers (76.6%) were evaluated using only one Student Learning Outcome during the pilot year. The fewest number of teachers (2.2%) used three SLOs for evaluation during the same time period.

Figure 2. Describe how you approached the process of developing a Student Learning Outcome.

Responses to this open-ended survey item garnered a multitude of responses in the teachers' own words. The following list summarizes the most frequently mentioned approaches to this process culled from the 184 total responses received:

- Utilized existing student achievement data from standardized and classroom test results to determine students greatest area(s) of need, primarily within the content areas of reading and math. Then, the SLOs were focused on measuring increased achievement in these identified areas of student need. Data for identifying student needs most commonly came from Dakota STEP, Common Core, STAR, DIBELS, WIDA, CBM, MAPS, and other teacher-developed and standardized tests completed by students during previous school year.
- Collaborated with other teachers within the school to identify and address students' greatest areas of learning needs. Commonly mentioned collaborations included colleagues teaching the same grade level and/or content area, colleagues teaching one grade level above or below, colleagues from other schools within the district, and colleagues from neighboring schools through multi-district partnerships.
- Collaborated with the principal as well as other teachers within the school to evaluate student learning needs and develop SLOs based on the greatest areas of needs.
- Determined expectations for achievement levels expected by the end of the pilot year and developed the SLO to measure the extent to which that expected level would be attained.
- Utilized guidelines presented at the SLO workshops and professional development activities to determine what the SLO should look like for the pilot year.

- Was not fully prepared to develop SLOs based on the lack of appropriate training; numerous teachers mentioned not being able to attend training to learn how to develop SLOs.

Table 16. I feel comfortable being assessed by the new teacher evaluation system.

	No.	%
Strongly agree	5	2.7
Agree	53	28.8
Neutral	73	39.7
Disagree	31	16.8
Strongly disagree	19	10.3
Does not apply	3	1.6

Nearly one third of the teachers (30.5%) agreed that they were comfortable being assessed by the new teacher evaluation system. Slightly fewer teachers (27.1%) expressed some level of discomfort being assessed using the new system.

Table 17. The new evaluation system establishes clear expectations for how I will be evaluated.

	No.	%
Strongly agree	15	8.2
Agree	70	38.0
Neutral	61	33.2
Disagree	26	14.1
Strongly disagree	9	4.9
Does not apply	3	1.6

Nearly half the teachers (46.2%) agreed that the new evaluation system establishes clear expectations for how they will be evaluated. In contrast, less than one quarter (19.0%) of teachers did not agree regarding clear expectations for evaluation.

Table 18. The new evaluation system generates accurate assessment of my teaching.

	No.	%
Strongly agree	4	2.2
Agree	46	25.0
Neutral	75	40.8
Disagree	35	19.0
Strongly disagree	21	11.4
Does not apply	3	1.6

Approximately one quarter of the teachers (27.2%) agreed that the new evaluation system generates accurate assessment of teaching. Slightly more teachers (30.4%) disagreed to some extent regarding the accuracy of assessment under the new evaluation system.

Table 19. The new evaluation system generates assessments that provide constructive individual feedback and promote professional growth.

	No.	%
Strongly agree	6	3.3
Agree	80	43.5
Neutral	70	38.0
Disagree	16	8.7
Strongly disagree	9	4.9
Does not apply	3	1.6

Nearly half the teachers (46.8%) agreed that the new evaluation system generates assessments that provide constructive individual feedback and promote professional growth. In contrast, just over one in ten teachers (13.6%) did not agree that the new system will provide constructive feedback.

Table 20. The new evaluation system encourages me to make data-driven instructional decisions.

	No.	%
Strongly agree	11	6.0
Agree	84	45.7
Neutral	64	34.8
Disagree	12	6.5
Strongly disagree	10	5.4
Does not apply	3	1.6

Slightly more than half the teachers (51.7%) agreed that the new evaluation system encourages them to make data-driven instructional decisions. In contrast, just over one in ten teachers (11.9%) did not agree that the new system will provide encourage data-driven instructional decisions.

Table 21. The new evaluation system contains multiple measures of performance that separate teachers that do not meet expectations from teachers that either meet or exceed expectations.

	No.	%
Strongly agree	4	2.2
Agree	78	42.4
Neutral	78	42.4
Disagree	13	7.1
Strongly disagree	9	4.9
Does not apply	2	1.1

Nearly half the teachers (44.6%) agreed that the new evaluation system contains multiple measures of performance that are able to separate teachers that do not meet expectations from teachers that either meet or exceed expectations. In contrast, only one in eight teachers (12.0%) did not agree that the new system will be able to distinguish teachers who meet/exceed expectations from those who fail to meet expectations.

Table 22. The new evaluation system provides a firm basis for school districts to make personnel decisions.

	No.	%
Strongly agree	5	2.7
Agree	51	27.7
Neutral	72	39.1
Disagree	39	21.2
Strongly disagree	15	8.2
Does not apply	2	1.1

Nearly one in three teachers (30.4%) agreed that the new evaluation system provides a firm basis for school districts to make personnel decisions. Nearly the same number of teachers (29.4%) did not feel that the new evaluation system provides a firm basis for making personnel decisions.

Table 23. The new evaluation system helps improve student learning.

	No.	%
Strongly agree	4	2.2
Agree	69	37.5
Neutral	66	35.9
Disagree	26	14.1
Strongly disagree	16	8.7
Does not apply	3	1.6

Nearly two in five teachers (39.7%) agreed that the new evaluation system helps improve student learning. Less than one quarter of teachers (22.8%) felt that the new evaluation system would not help improve student learning.

Table 24. The new evaluation system for assessing teachers is relevant to my subject area and teaching assignment.

	No.	%
Strongly agree	6	3.3
Agree	86	46.7
Neutral	58	31.5
Disagree	20	10.9
Strongly disagree	12	6.5
Does not apply	2	1.1

Exactly half the teachers (50.0%) agreed that the new evaluation system for assessing teachers is relevant to their subject area and teaching assignment. Less than one in five teachers (17.4%) did not support this statement.

Table 25. I feel adequately informed about the new evaluation system.

	No.	%
Strongly agree	4	2.2
Agree	67	36.4
Neutral	62	33.7
Disagree	36	19.6
Strongly Disagree	15	8.2

Nearly two out of five teachers (38.6%) agreed that they felt adequately informed about the new evaluation system. Just over one quarter of the teachers (27.8%) did not feel adequately informed about the new evaluation system.



Table 26. I feel that the new evaluation system takes too much time.

	No.	%
Strongly agree	44	23.9
Agree	72	39.1
Neutral	56	30.4
Disagree	9	4.9
Strongly Disagree	3	1.6

Nearly two thirds of the teachers (63.0%) felt that the new evaluation system takes too much time. Less than one in ten teachers (6.5%) did not express the feeling that the new evaluation system takes too much time.

Table 27. I feel prepared for the new evaluation system.

	No.	%
Strongly agree	0	0.0
Agree	42	22.8
Neutral	71	38.6
Disagree	50	27.2
Strongly Disagree	21	11.4

While none of the teachers strongly agreed that they felt prepared for the new evaluation system, almost one quarter of the teachers (22.8%) did agreed that they felt prepared to some extent. In contrast, more than one third of the teachers (38.6%) did not feel prepared for the new system.

Table 28. I understand the new evaluation system.

	No.	%
Strongly agree	3	1.6
Agree	65	35.3
Neutral	64	34.8
Disagree	40	21.7
Strongly Disagree	12	6.5

More than one third of the teachers (36.9%) expressed that they understand the new evaluation system. Slightly fewer teachers (28.2%) indicated that they did not understand the new system.

Table 29. I receive useful feedback from my evaluator under the new evaluation system.

	No.	%
Strongly agree	8	4.3
Agree	81	44.0
Neutral	70	38.0
Disagree	16	8.7
Strongly Disagree	9	4.9

Nearly half the teachers (48.3%) agreed that they receive useful feedback under the new evaluation system. Only one in six teachers (16.6%) indicate that they did not receive useful feedback.

Table 30. The new evaluation system has encouraged in-depth conversations with my evaluator.

	No.	%
Strongly agree	8	4.3
Agree	63	34.2
Neutral	74	40.2
Disagree	28	15.2
Strongly Disagree	11	6.0

More than one third of the teachers (38.5%) indicated that the new evaluation system has encouraged in-depth conversations with their evaluator. In contrast, only about one in five teachers (21.2%) did not agree that the new system encouraged in-depth conversations.

Table 31. The new evaluation system encourages me to reflect on my teaching.

	No.	%
Strongly agree	15	8.2
Agree	112	60.9
Neutral	35	19.0
Disagree	14	7.6
Strongly Disagree	8	4.3

More than two thirds of the teachers (69.1%) indicated that the new evaluation system has encouraged them to reflect on their teaching. In sharp contrast, just over one in ten teachers (11.9%) expressed that the new system did not encourage them to reflect on their teaching.

Table 32. The new evaluation system has made me more aware of my strengths and weaknesses as a teacher.

	No.	%
Strongly agree	7	3.8
Agree	66	35.9
Neutral	76	41.3
Disagree	26	14.1
Strongly Disagree	9	4.9

Nearly two in five teachers (39.7%) expressed agreement that the new evaluation system has made them more aware of their strengths and weaknesses as a teacher. Only about one in five teachers (19.0%) did not concur that the new system made them more aware of their strengths and weaknesses.

Table 33. The new evaluation system has increased the paperwork at my school.

	No.	%
Strongly agree	60	32.6
Agree	71	38.6
Neutral	44	23.9
Disagree	5	2.7
Strongly Disagree	4	2.2

More than two thirds of the teachers (71.2%) expressed concern that the new evaluation system increased the paperwork at their school. Very few teachers (4.9%) disagreed that the new system has increased paperwork.

Table 34. The new evaluation system has led to tensions among staff.

	No.	%
Strongly agree	26	14.1
Agree	62	33.2
Neutral	65	35.3
Disagree	28	15.2
Strongly Disagree	4	2.2

Nearly half the teachers (47.3%) specified that the new evaluation system led to tensions among staff. Less than one in five teachers (17.4%) did not share the perception that the new system created tension among the staff at their schools.

Table 35. The person who evaluates me has a robust understanding of what good teaching looks like.

	No.	%
Strongly agree	44	23.9
Agree	85	46.2
Neutral	38	20.7
Disagree	8	4.3
Strongly Disagree	7	3.8

Nearly three quarters of the teachers (70.1%) agreed that the person who evaluates them has a robust understanding of what good teaching looks like. Very few of the teachers (8.1%) did not share that positive opinion of their evaluators' understanding of good teaching.

Table 36. In general, the effect of the new teacher evaluation system on my professional development has been:

	No.	%
Positive	52	28.3
Negative	22	12.0
No effect	52	28.3
Don't know	58	31.5

The largest respondent group (31.5%) expressed uncertainty regarding the effect that the new system had on their professional development. More than one quarter of the teachers (28.3%) felt the effect of the new teacher evaluation system has had a positive impact on their professional development, and an equal number (28.3%) believed the new evaluation system had no effect on their professional development. Only one in eight teachers (12.0%) shared that the new system has had a negative effect on their professional development.

Table 37. In general, the effect of the new teacher evaluation system on collaboration with others has been:

	No.	%
Positive	53	28.8
Negative	24	13.0
No effect	65	35.3
Don't know	42	22.8

The largest teacher group (35.3%) indicated that the new teacher evaluation system had no effect on their collaboration with others. More than one quarter of the teachers (28.8%) felt the effect of the new teacher evaluation system has had a positive impact on their collaboration with others. While just under a quarter of the teachers (22.8%) were uncertain of the effect, only about one teacher in ten (13.0%) felt that the impact of the new evaluation system was negative in relation to their collaboration with others.

Table 38. Are you currently teaching students?

	No.	%
Yes	183	99.5
No	1	0.5

Table 39. What is your school name?

	No.	%
Alcester-Hudson Junior High School	13	7.1
Tyndall Elementary School (Bon Homme)	1	0.5
Fred Assam Elementary School (Brandon)	25	13.6
Bridgewater-Emery High School	8	4.3
Medary Elementary School (Brookings)	8	4.3
Clark Middle School	4	2.2
Dell Rapids High School	10	5.4
Groton Middle School	7	3.8
Harrisburg High School	7	3.8
Irene-Wakonda Junior High School	7	3.8
Lead-Deadwood Elementary School	10	5.4
McLaughlin Elementary School	10	5.4
McLaughlin Middle School	2	1.1
McLaughlin High School	1	0.5
Mobridge-Pollack Middle School	5	2.7
Southwest Middle School (Rapid City)	15	8.2
Redfield High School	19	10.3
South Central High School	12	6.5
Wagner Elementary School	15	8.2
Wessington Springs High School	5	2.7

Table 40. What is the highest degree you have earned?

	No.	%
Bachelors	128	69.6
Masters	53	28.8
Ed. Specialist	3	1.6

The majority of teachers (69.6%) participating in the survey had earned bachelor's degrees. The remainder possessed either a master's (28.8%) or educational specialist (1.6%) degree.

Table 41. Which grade levels do you teach?

	No.	%
Elementary (Grades PK-5)	93	50.5
Middle Level (Grades 6-8)	74	40.2
High School (Grades 9-12)	77	41.8

*Note – percentages sum to greater than 100.0% due to individuals teaching multiple grade levels*

Just over half the teachers (50.5%) reported teaching at least part of the day in an elementary-level classroom setting. Similar numbers of teachers indicated teaching either middle-level (40.2%) or high school (41.8%) classes.



Table 42. Which statement best describes the way YOUR classes at your current school are organized?

	No.	%
You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs	15	8.2
You instruct several classes of different students most or all of the day in one or more subjects (Departmentalized Instruction)	103	56.0
You instruct the same group of students all or most of the day in multiple subjects (Self-contained Class)	57	31.0
Other	9	4.9

The majority of teachers (56.0%) instruct several classes of different students most or all of the day in one or more subjects; i.e. departmentalized instruction. Almost one third of them (31.0%) teach in self-contained classrooms, while the remainder (13.1%) teach small select groups of students released from their regular classrooms.

Table 43. What is/are the subjects you currently teach?

	No.	%
Career & Technical Education	14	7.6
English Language Learners	19	10.3
Health & Physical Education	12	6.5
Language Arts	85	46.2
Mathematics	78	42.4
Science	68	37.5
Social Studies	64	34.8
Special Education	16	8.7
Technology	26	14.1
Others	25	13.6

*Note – percentages sum to greater than 100.0% due to individuals teaching multiple subjects*

The greatest number of teachers (46.2%) indicated they taught Language Arts. This was followed by those teaching mathematics (42.4%), science (37.5%), and social studies (34.8%). Each of the remaining subjects were taught by less than 15% of those responding.

Table 44. How many years will you have been teaching at the end of the current year?

	No.	%
10 years or less	73	40.3
11 to 20 years	54	29.8
21 to 30 years	36	19.9
31 to 40 years	13	7.2
41 to 50 years	5	2.8

Teachers having 10 or fewer years (40.3%) comprised the largest group by teaching experience. They were followed by those with 11-20 years (29.8%) and 21-30 years (19.9%).

Figure 3. What additional training will you need in implementing the Teacher Effectiveness model?

Responses to this open-ended survey item garnered a multitude of responses in the teachers' own words. The following list summarizes the most frequently mentioned approaches to this process culled from the 184 total responses received:

- Any training that helps understand the model or how to implement the process
- I have not had any training yet – so any additional training would help
- Follow-up training during the coming year within my district or school would assist in effective implementation
- More specific training (or follow-up training) regarding the Danielson model or developing SLOs
- Repeated training throughout the coming school year
- More time to comprehend and implement the model
- More time to do the paperwork associated with the model
- More examples of how the model works and how to develop SLOs
- More explanation of the purpose for adopting the new evaluation model
- More specific examples of developing SLOs in my specific subject area
- More training on how to access and navigate the *Teachscape* website
- Don't know/not sure what additional training I need
- Do not need any more training

Figure 4. Finally, please share any thoughts or comments you have regarding the Teacher Effectiveness Pilot project.

- The process should be implemented slowly and deliberately
- The process creates a lot of additional paperwork – both for teachers and administrators
- Not convinced the new process evaluates teachers more effectively than the existing processes
- The new system appears to provide an effective evaluation system
- I don't have enough information or experience with the system to comment at this time
- I don't see how the new system will work for teachers of non-academic core subjects
- The process will create additional strain on teachers and administrators
- The new system will be very time consuming
- Will need more time to determine how effective the new system actually is
- Data-driven planning and evaluation will be a significant enhancement over the current subject evaluation system
- Many teachers have not yet been evaluated using the new system
- The new system has a lot of potential to increase effectiveness of evaluation
- This transition is a lot of work if the new system does not remain in place for a long enough time (too many “fads” in education come and go)

- Overall, the process is positive
- Once we have a full year to implement the new system, it will become more effective and efficient
- Need more training on all elements of the new evaluation system

## Principal Survey Results

Results from the responses of returned principal surveys are presented in this section. A total of 16 principals responded to the survey, representing an 80.0% response rate.

Table 45. How helpful was the Department of Education (DOE) pilot training (held in June) that introduced the Teacher Effectiveness Model and *Teachscape*?

	No.	%
Extremely helpful	2	12.5
Very helpful	4	25.0
Somewhat helpful	9	56.3
A little helpful	1	6.3
Not at all helpful	0	0.0

Three out of eight principals (37.5%) found the DOE pilot training that introduced the model to be very or extremely helpful. Less than one in ten principals (6.3%) found the training of little help.

Table 46. How helpful was the Department of Education (DOE) pilot training (held in July or August) that introduced Student Learning Targets (Student Learning Objectives) as a measure of student growth?

	No.	%
Extremely helpful	4	25.0
Very helpful	6	37.5
Somewhat helpful	4	25.0
A little helpful	1	6.3
Not at all helpful	1	6.3

More than half the principals (62.5%) found the DOE pilot training that introduced SLOs to be very or extremely helpful. About one in eight principals (12.6%) found the training of little or no help.

Table 47. Have you been provided with access (username and password) to *Teachscape* online training?

	No.	%
Yes	16	100.0
No	0	0.0

All of the principals were provided with access to *Teachscape* online training.

Table 48. Did you request *Teachscape Focus for Observers*, the software that provides in-depth training on the state's teaching standards?

	No.	%
Yes	14	87.5
No	2	12.5

Nearly all of the principals (87.5%) requested *Teachscape Focus for Observers*. Only two principals (12.5%) did not make that request.

Table 49. How helpful was the online *Teachscope* training course in providing an understanding of the teaching standards?

	No.	%
Have not completed the training	2	12.5
Have completed the training	14	87.5
Extremely helpful	3	21.4
Very helpful	7	50.0
Somewhat helpful	4	28.6
A little helpful	0	0.0
Not at all helpful	0	0.0

Nearly all of the principals (87.5%) completed the online *Teachscope* training course. Of those who completed the course, nearly three quarters (71.4%) considered the training helpful in understanding the teaching standards.

Table 50. How helpful was the online *Teachscope Focus* training in helping you provide feedback to teachers?

	No.	%
Have not completed the training	3	18.8
Have completed the training	13	81.2
Extremely helpful	2	15.4
Very helpful	6	46.2
Somewhat helpful	4	30.8
A little helpful	1	7.7
Not at all helpful	0	0.0

Most of the principals (81.2%) completed the online *Teachscope Focus* training course. Of those who completed the course, more than half (61.6%) considered the training helpful in understanding the teaching standards while only one (7.7%) held the opposite view.



Table 51. How helpful was the state-paid coaching or professional development in helping with the implementation of the Teacher Effectiveness Model?

	No.	%
Did not participate in the coaching	2	12.5
Participated in the coaching	14	87.5
Extremely helpful	3	21.4
Very helpful	5	35.7
Somewhat helpful	5	35.7
A little helpful	1	7.1
Not at all helpful	0	0.0

Nearly all of the principals (87.5%) participated in the state-paid coaching or professional development related to implementation of the Teacher Effectiveness Model. Of those who completed the course, more than half (57.1%) considered the training helpful in understanding the teaching standards.

Table 52. I understand how a teacher's Student Learning Objectives factor in to the teacher's overall teacher performance rating.

	No.	%
Yes	11	68.8
Somewhat	5	31.3
No	0	0.0

About two thirds of the principals (68.8%) understood how their teachers' SLOs factor into the teachers' overall performance rating. None of the principals did not understand this.

Table 53. I am aware that the teachers I supervise are expected to maintain a teacher portfolio of evidence related to non-observable components (Domains 1 and 4) of the Framework for Teaching.

	No.	%
Yes	9	56.3
Somewhat	5	31.3
No	2	12.5

More than half the principals (56.3%) were aware that the teachers they supervise are expected to maintain a teacher portfolio of evidence related to non-observable components (Domains 1 and 4) of the Framework for Teaching. Only one in eight principals (12.5%) were not aware of this.

Table 54. Teachers have established a Student Learning Objective that will be used to evaluate student growth.

	No.	%
Yes	15	93.8
Somewhat	0	0.0
No	1	6.3

Nearly all principals (93.8%) indicated their teachers established a SLO that will be used to evaluate student growth. Only one principal (6.3%) had teachers who had not established a SLO.

Table 55. I collaborated with teachers in establishing the Student Learning Objectives that will be used to evaluate student growth.

	No.	%
Yes	14	87.5
Somewhat	2	12.5
No	0	0.0

Almost all principals (87.5%) collaborated with their teachers in establishing the SLOs that will be used to evaluate student growth. No principals indicated that they did not collaborate with their teachers in this process.

Table 56. I understand how teachers will receive a performance rating based on my professional teaching practice (Danielson Framework) and student growth (Student Learning Objectives).

	No.	%
Yes	9	56.3
Somewhat	7	43.8
No	0	0.0

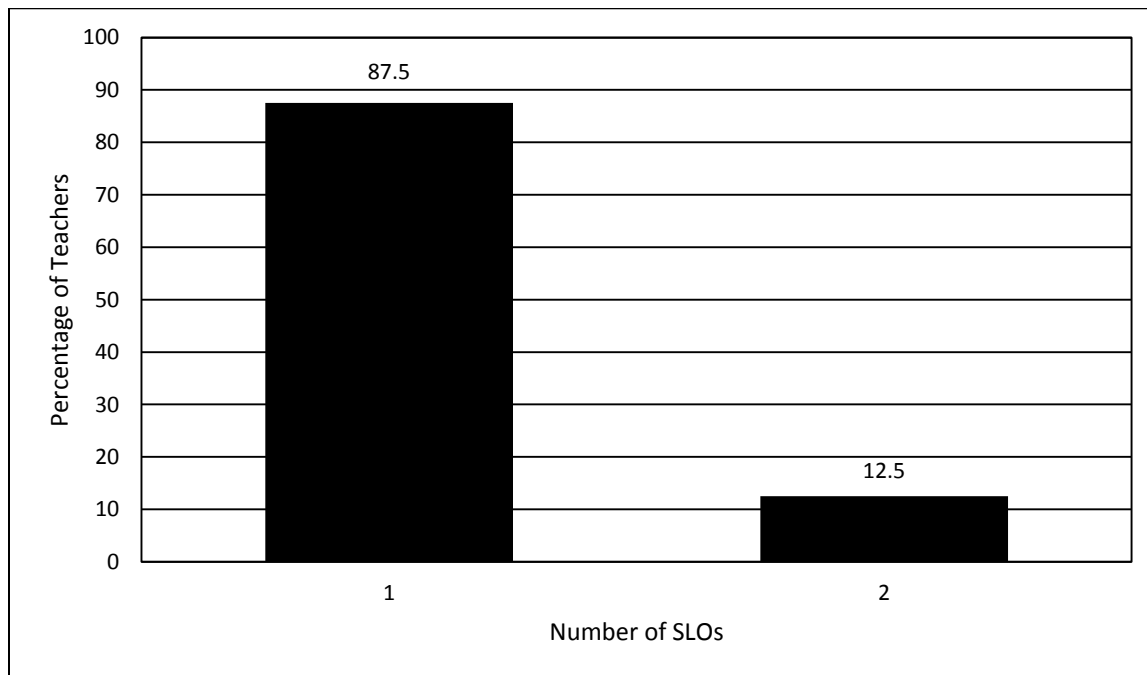
The majority of principals (56.3%) understood how the Danielson Framework and SLOs will be used to determine their teachers' performance ratings. No principals indicated that they did not understand the process.

Table 57. I am aware that the teacher overall performance rating will fall into one of three categories: Below Expectations, Meets Expectations, or Exceeds Expectations.

	No.	%
Yes	14	87.5
Somewhat	2	12.5
No	0	0.0

Almost all of the principals (87.5%) were aware that teacher overall performance ratings will fall into the categories of either Below Expectations, Meets Expectations, or Exceeds Expectations. None of the principals indicated that they were not aware of this rating system.

Figure 5. How many Student Learning Objectives will be considered in the teacher's evaluation?



Nearly all of the principals (87.5%) stated that one SLO would be considered in the teacher's evaluation. The remaining principals (12.5%) mentioned that two SLO would be considered.

Figure 6. Describe how you approached the process of developing a Student Learning Outcome.

Responses to this open-ended survey item garnered a number responses in the principals' own words. The following list highlights the most frequently mentioned approaches to this process culled from the 16 total responses received:

- Provided initial training for all teachers on developing SLOs through staff meetings and professional development workshops. Also, provided ongoing training throughout the pilot year to assure teachers were progressing adequately on measuring SLOs.
- Brought in trainers from local ESA to assist teachers develop SLOs for their classes.
- Met individually, as grade-level teams, as content-area teams, and in small mixed groups with teachers to assist them in understanding SLOs and how to write them as measurable outcomes.

Table 58. I feel comfortable assessing teachers using the new teacher evaluation system.

	No.	%
Strongly agree	1	6.3
Agree	11	68.8
Neutral	1	6.3
Disagree	2	12.5
Strongly disagree	1	6.3

Three quarters of the principals (75.1%) agreed that they felt comfortable assessing teachers using the new teacher evaluation system. Less than one quarter of the principals (18.8%) disagreed with this statement.

Table 59. The new evaluation system establishes clear expectations for how teachers will be evaluated.

	No.	%
Strongly agree	1	6.3
Agree	13	81.3
Neutral	1	6.3
Disagree	0	0.0
Strongly disagree	1	6.3

Nearly all the principals (87.6%) agreed that the new evaluation system establishes clear expectations for how teachers will be evaluated. In contrast, only one principal (6.3%) did not agree regarding clear expectations for evaluation.

Table 60. The new evaluation system generates accurate assessment of teaching.

	No.	%
Strongly agree	1	6.3
Agree	12	75.0
Neutral	2	12.5
Disagree	0	0.0
Strongly disagree	1	6.3

More than three quarters of the principals (81.3%) agreed that the new evaluation system generates accurate assessment of teaching. In contrast, only one principal (6.3%) did not agree regarding accurate assessment of teaching.

Table 61. The new evaluation system generates assessments that provide constructive individual feedback and promote professional growth.

	No.	%
Strongly agree	3	18.8
Agree	10	62.5
Neutral	3	18.8
Disagree	0	0.0
Strongly disagree	0	0.0

More than three quarters of the principals (81.3%) agreed that the new evaluation system generates assessments that provide constructive individual feedback and promote professional growth. In contrast, none of the principals indicated the belief that the new system would not provide constructive feedback.

Table 62. The new evaluation system encourages teachers to make data-driven instructional decisions.

	No.	%
Strongly agree	2	12.5
Agree	10	62.5
Neutral	3	18.8
Disagree	1	6.3
Strongly disagree	0	0.0

Three quarters of the principals (75.0%) agreed that the new evaluation system encourages them to make data-driven instructional decisions. In contrast, only one principal (6.3%) did not agree that the new system will provide encourage data-driven instructional decisions.

Table 63. The new evaluation system contains multiple measures of performance that separate teachers that do not meet expectations from teachers that either meet or exceed expectations.

	No.	%
Strongly agree	3	18.8
Agree	9	56.3
Neutral	3	18.8
Disagree	1	6.3
Strongly disagree	0	0.0

Three quarters of the principals (75.1%) agreed that the new evaluation system contains multiple measures of performance that are able to separate teachers that do not meet expectations from teachers that either meet or exceed expectations. In contrast, only one principal (6.3%) did not agree that the new system will be able to distinguish teachers who meet/exceed expectations from those who fail to meet expectations.

Table 64. The new evaluation system provides a firm basis for school districts to make personnel decisions.

	No.	%
Strongly agree	1	6.3
Agree	10	62.5
Neutral	5	31.3
Disagree	0	0.0
Strongly disagree	0	0.0

More than two thirds of the principals (68.8%) agreed that the new evaluation system provides a firm basis for school districts to make personnel decisions. None of the principals disagreed that the new evaluation system provides a firm basis for school districts to make personnel decisions.



Table 65. The new evaluation system helps improve student learning.

	No.	%
Strongly agree	4	25.0
Agree	8	50.0
Neutral	4	25.0
Disagree	0	0.0
Strongly disagree	0	0.0

Three quarters of the principals (75.0%) agreed that the new evaluation system helps improve student learning. None of the principals disagreed that the new evaluation system helps improve student learning.

Table 66. The new evaluation system for assessing teachers is relevant for teachers' subject area and teaching assignment.

	No.	%
Strongly agree	2	12.5
Agree	11	68.8
Neutral	2	12.5
Disagree	1	6.3
Strongly disagree	0	0.0

More than three quarters of the principals (81.3%) agreed that the new evaluation system for assessing teachers is relevant to teachers' subject area and teaching assignment. Only one principal (6.3%) did not support this statement.

Table 67. I feel adequately informed about the new evaluation system.

	No.	%
Strongly agree	1	6.3
Agree	10	62.5
Neutral	5	31.3
Disagree	0	0.0
Strongly Disagree	0	0.0

More than two thirds of the principals (68.8%) agreed that they felt adequately informed about the new evaluation system. None of the principals indicated that they were not adequately informed.

Table 68. I feel that the new evaluation system takes too much time.

	No.	%
Strongly agree	5	31.3
Agree	5	31.3
Neutral	5	31.3
Disagree	1	6.3
Strongly Disagree	0	0.0

Nearly two thirds of the principals (62.6%) felt that the new evaluation system takes too much time. Only one principal (6.3%) did not express the feeling that the new evaluation system takes too much time.

Table 69. I feel prepared for the new evaluation system.

	No.	%
Strongly agree	1	6.3
Agree	6	37.5
Neutral	8	50.0
Disagree	1	6.3
Strongly Disagree	0	0.0

Slightly less than half the principals (43.8%) felt prepared for the new evaluation system. Only one principal (6.3%) expressed not being prepared for the new system.

Table 70. I understand the new evaluation system.

	No.	%
Strongly agree	1	6.3
Agree	10	62.5
Neutral	4	25.0
Disagree	1	6.3
Strongly Disagree	0	0.0

More than two thirds of the principals (68.8%) expressed that they understand the new evaluation system. Only one principal (6.3%) indicated that they did not understand the new system.

Table 71. I provide useful feedback to teachers under the new evaluation system.

	No.	%
Strongly agree	3	18.8
Agree	9	56.3
Neutral	4	25.0
Disagree	0	0.0
Strongly Disagree	0	0.0

Three quarters of the principals (75.1%) agreed that they provide useful feedback to their teachers under the new evaluation system. None of the principals disagreed with this statement.

Table 72. The new evaluation system encourages teachers to reflect on their teaching.

	No.	%
Strongly agree	4	25.0
Agree	11	68.8
Neutral	1	6.3
Disagree	0	0.0
Strongly Disagree	0	0.0

Nearly all of the principals (93.8%) indicated that the new evaluation system encourages teachers to reflect on their teaching. In sharp contrast, none of the principals expressed that the new system did not encourage them to reflect on their teaching.

Table 73. The new evaluation system has made teachers more aware of their strengths and weaknesses as a teacher.

	No.	%
Strongly agree	2	12.5
Agree	9	56.3
Neutral	4	25.0
Disagree	1	6.3
Strongly Disagree	0	0.0

More than two thirds of the principals (68.8%) expressed agreement that the new evaluation system has made teachers more aware of their strengths and weaknesses as a teacher. Only one principal (6.3%) did not concur that the new system made teachers more aware of their strengths and weaknesses.

Table 74. The new evaluation system has increased the paperwork at my school.

	No.	%
Strongly agree	3	18.8
Agree	8	50.0
Neutral	5	31.3
Disagree	0	0.0
Strongly Disagree	0	0.0

More than two thirds of the principals (68.8%) expressed concern that the new evaluation system increased the paperwork at their school. None of the principals disagreed with this statement.

Table 75. I have a robust understanding of what good teaching looks like.

	No.	%
Strongly agree	4	25.0
Agree	9	56.3
Neutral	3	18.8
Disagree	0	0.0
Strongly Disagree	0	0.0

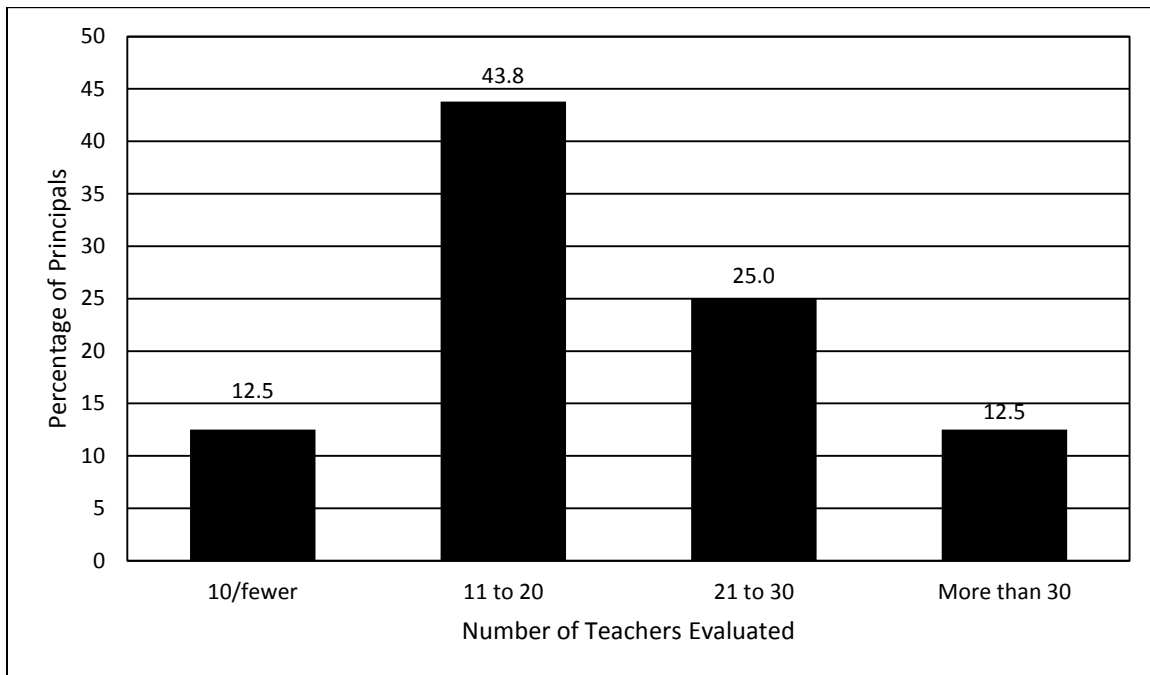
More than three quarters of the principals (81.3%) agreed that they have a robust understanding of what good teaching looks like. None of the principals felt that they did not have a robust understanding of what good teaching looks like.

Table 76. I plan to complete the training and certification offered through *Teachscape Focus for Observers*.

	No.	%
Yes	10	62.5
Already completed	5	31.3
Not sure	1	6.3

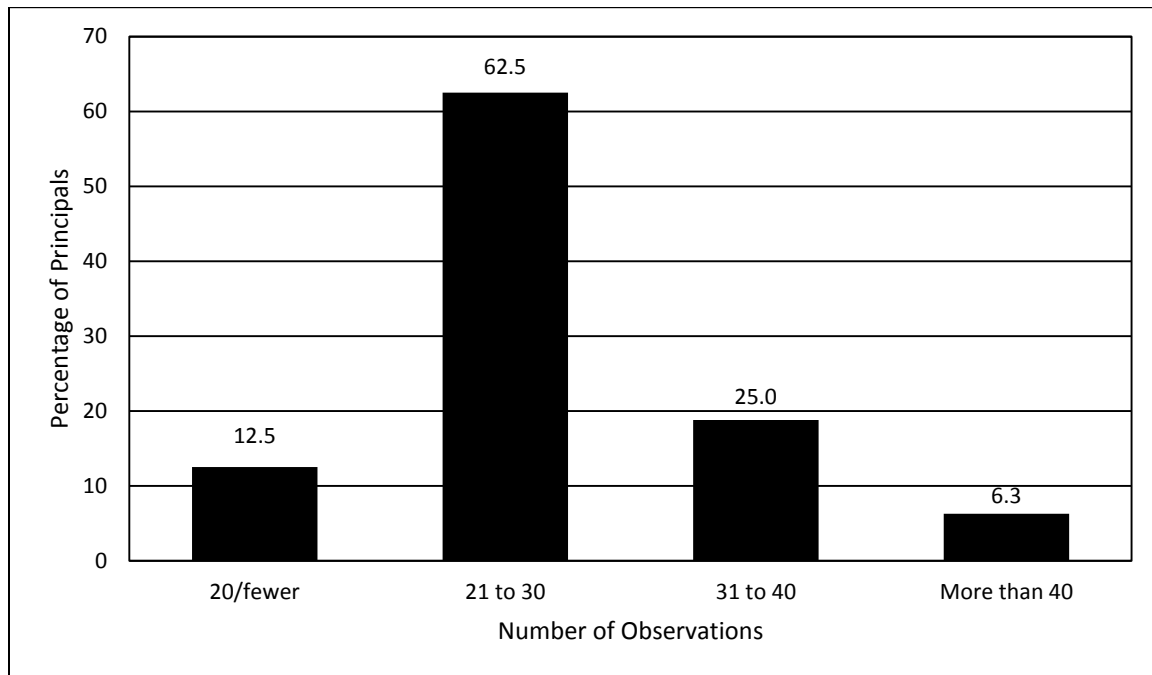
The majority of principals (62.5%) plan to complete the *Teachscape Focus for Observers* training. Of the remaining principals, most (31.3%) already have completed the training.

Figure 7. How many teachers will you be evaluating this year?



The greatest number of principals (43.8%) planned to evaluate between 11 and 20 teachers this year. Only one out of eight principals (12.5%) planned to evaluate 10 or fewer teachers or more than 30 teachers.

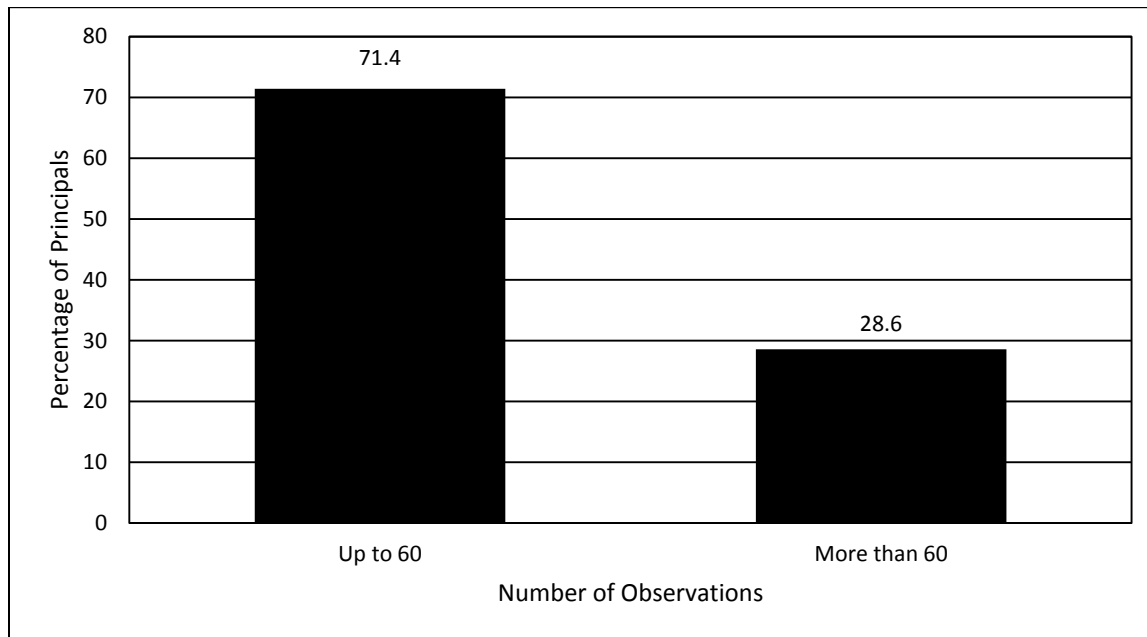
Figure 8. About how many formal observations will you conduct this year?



The majority of principals (62.5%) planned to conduct 21 to 30 formal observations this year this year. While two principals (12.5%) planned to conduct 20 or fewer observations, only one principal (6.3%) planned to conduct more than 40.



Figure 9. About how many minutes will you spend in a formal observation?



Nearly three quarters of the principals (71.4%) approximated that they would spend up to one hour per formal observation. The remaining principals (28.6%) planned to spend more than an hour for each formal observation.

Table 77. Does this evaluation system take more of your time that the system you were previously using?

	No.	%
Yes	12	75.0
About the same	4	25.0

Three quarters of the principals (75.0%) felt that the new evaluation system takes longer than their previous system. The remaining principals (25.0%) suggested it would take about the same amount of time.

Table 78. If you now spend more time evaluating teachers, is the time worth it?

	No.	%
Does not apply	4	25.0
Applies	12	75.0
Yes	5	41.7
Not sure	7	58.3

One quarter of the principals (25.0%) indicated that this question did not apply to them. Slightly more of the remaining principals (58.3%) were not sure of the value of the extra time than those (41.7%) who felt it would be worthwhile.

Table 79. In general, the effect of the new teacher evaluation system on my professional development has been:

	No.	%
Positive	15	93.8
Negative	1	6.3

Nearly every principal (93.8%) felt that the effect of the new teacher evaluation system has been positive on their professional development. Only one principal (6.3%) perceived a negative impact of the new system.

Table 80. In general, the effect of the new teacher evaluation system on collaboration with others has been:

	No.	%
Positive	13	81.3
Negative	0	0.0
No effect	2	12.5
Don't know	1	6.3

More than three quarters of the principals (81.3%) felt the new evaluation system has had a positive effect on collaboration with others. None perceived a negative effect.

Table 81. What is the highest degree you have earned?

	No.	%
Master's	12	75.0
Ed. Specialist	4	25.0

The majority of principals (75.0%) participating in the survey had earned master's degrees. The remainder (25.0%) possessed an educational specialist degree.

Table 82. Which grade levels do you supervise?

	No.	%
Elementary	6	37.5
Middle level	1	6.3
High school	1	6.3
Middle level/high school	6	37.5
Elementary/middle level/high school	2	12.5

Elementary principals (37.5%) and middle level/high school principals (37.5%) represented the largest grade level supervision groups. They were followed by PK-12 principals (25.0%).

Table 83. How many years will you have been a principal at the end of the current school year?

	No.	%
5 years or less	4	25.0
6 to 10 years	6	37.5
11 to 20 years	3	18.8
21 years or more	3	18.8

Principals having 6 to 10 years of experience (37.5%) represented the largest respondent group. Those with 5 or fewer years (25.0%) comprised the next largest group.

Figure 10. What additional training will your teachers need in implementing the Teacher Effectiveness model?

Responses to this open-ended survey item garnered a multitude of responses in the principals' own words. The following list summarizes the most frequently mentioned training needs culled from the 16 total responses received:

- Continued training on all of the elements related to the new evaluation system including developing SLOs, using Danielson's domains for instruction, *Teachscape* training and additional practice with *Teachscape*, and best instruction practice approaches.
- Developing and utilizing the teacher's portfolio of artifacts for demonstrating achievement of instructional goals.

Figure 11. What additional training or support will you as principal need in implementing the Teacher Effectiveness model?

Responses to this open-ended survey item garnered a multitude of responses in the principals' own words. The following list summarizes the most frequently mentioned training needs culled from the 16 total responses received:

- Continued training on all of the elements related to the new evaluation system including developing SLOs, using Danielson's domains for instruction, *Teachscape* training and additional practice with *Teachscape*, and best instruction practice approaches.
- Identifying one or more colleagues who would provide modeling and feedback on how to evaluate teachers during the coming school year.
- Additional time to become more familiar with all the elements of the model and to practice the classroom evaluation of teachers.

Figure 12. Finally, in the space provided, please share any thoughts or comments you have regarding the Teacher Effectiveness Pilot project.

Responses to this open-ended survey item garnered a multitude of responses in the principals' own words. The following list summarizes the most frequently mentioned training needs culled from the 16 total responses received:

- The year-long experience has been generally positive and has provided the opportunity to implement and practice the various elements of the new evaluation model.
- The introduction of SLOs could have been more efficient.
- More time will be needed to practice the various elements of the new evaluation model in order for principals to get more effective and efficient with the process.

- The entire training cycle early this year would have been more effective if the technology (e.g. *Teachscape*) had worked better from the start.
- The trainings for the principals has been very good – we now need more time and practice to implement the model.

## Teacher Focus Group Results

Results from the teacher focus groups are summarized in this section. Each open-ended focus group interview question is presented followed by a summation of the various responses shared by the teachers. Approximately 42 teachers participated in the focus group discussions.

### 1. Bigger picture questions

- a. How have the observations of your teaching differed this year from previous years? Was there a noticeable difference in the quality of observations you had from last year to this year?
  - For many teachers, there was a noticeable difference in the quality of observations from previous years due to use of evidence, or ‘look fors’, based on the Danielson Framework.
  - Teachers reported that principals spent more time in classrooms observing and collecting evidence.
  - The feedback following observations was more specific, more in-depth, and linked to the Danielson Framework.
  - Observations were often scripted and a copy was shared with the person being evaluated.
  - For a few other teachers, there was little change as their school had been using evidence-based feedback, scripted lessons, video tape analysis, pre/post observation conferences, and reflective analysis linked to established goals.
  - Summary quote: *“There were more observations, there was more of an emphasis on learner outcomes, we needed artifacts, and it was less arbitrary and more evidence-based.”*

- b. Has your experience in the pilot resulted in a more discussion with your principal? Do you believe the conversations with your evaluator were meaningful? In what ways?
- There is more discussion, and the discussions are focused on evidence related to the Framework. The content of the discussion is “less vague and there is less trivia.”
  - For several schools, the addition of pre/post observation conferences created more in-depth discussion with principals.
  - An in-depth, meaningful discussion is facilitated by a script of the lesson and/or evidence based on the components in the Danielson Framework.
  - There are outliers – a school that does not have discussions following observations to a school where teachers observe and offer feedback to each other.
- c. How has participation in the pilot impacted your teaching?
- Teachers were hesitant to admit that the pilot had impacted their teaching, but they frequently reported that they were more reflective about their classroom practice based on the criteria in the Danielson Framework.
  - The use of Student Learning Objectives (SLOs) was a significant change for many teachers, and the SLO created a focus for teaching and helped drive instruction.
  - For a few others, they reported no or very little change in their teaching.



- d. Do you believe the new evaluation system will generate a positive impact on student learning?
- Teachers believe that the evaluation system *should* have a positive impact on student learning, but they are not quite sure about this yet.
  - The belief is that if instruction improves, student learning should improve as well.
  - Some teachers find it difficult to capture the depth of student learning through the SLO process.
  - The focus on student learning in and of itself should increase student achievement.
  - If the evaluation model is fully implemented with integrity, there *should* be an increase in student learning.
- e. In what ways has the implementation of the new teacher effectiveness system changed relationships with your colleagues and administrators?
- For a majority of the teachers, there has been no change in relationships with colleagues and administrators.
  - Teachers have appreciated the collaboration time and the discussions with principals.
  - A few other teachers have found the teacher effectiveness system to be “one more thing to do” which has resulted in feeling stressed and overwhelmed.
  - One school felt the administrator had more knowledge of their teaching, and as a result, they felt they were treated more professionally.

## 2. Follow-up to attitude surveys

- a. Has the new evaluation system impacted the way you reflect on your teaching? In what ways?
  - The majority of the teachers felt they reflected on their teaching more often because of the focus on learner outcomes. *“Yes – focusing more time and planning according to the outcomes desired. Any change in outcomes would cause reflection.”*
- b. What is your impression of the way in which the new teacher effectiveness asks evaluators and teachers to collect evidence of effective teaching and student learning? Are the requirements for evidence collection realistic?
  - About half of the schools did not collect evidence nor have a focus on artifact collection, and those that did felt the evidence collection was realistic.
  - There was some confusion about what artifacts to collect and not knowing the expectations for evidence.
  - There were concerns expressed about the demands placed on teachers in terms of time needed to collect, evaluate, and upload artifacts of evidence, but teachers liked the accountability that the evidence provided.
  - Outliers reported they have always collected evidence, but archiving them is something new.
- c. Do you feel the new system has created or lessened tension among staff at your school? Can you describe for us what about the evaluation system you feel are the causes of any tension between colleagues?
  - Some schools saw the pilot as an added burden because of all the changes already taking place such as the implementation of the common core standards – they weren’t enthused about being in another pilot and as a result, there were tensions between administrators and staff.

- Other schools reported being in pilots before and were used to it, therefore the pilot did not create tension.
  - Other schools reported no increase in tension in large part due to the principal who led a gradual transition into the new teacher effectiveness model.
  - There is the feeling that there is some tension naturally anytime there is change and extra work is required of teachers.
- d. What are your feelings about the amount of time required to participate in the evaluation process? Do you think there are improvements that could be made to the system to decrease the time burden on teachers and administrators? Would your suggested changes reduce the opportunity to receive useful feedback?
- Overwhelmingly the teachers were concerned about the additional amount of time required of principals to implement the teacher effectiveness model, whereas the teachers didn't feel it required as much extra time from them.
  - Timing was an issue as many teachers didn't know about the pilot until fall, then *Teachscope* was added about mid-year, and then there were all the evaluations in the spring. "Things were just too rushed."
  - There was variance in the amount of time provided to teachers for professional development and collaboration which impacted the feelings on the amount of time required for implementation.
  - One school suggested peer to peer review which would provide quality feedback to teachers without the pressure of evaluation.
  - "Good evaluation takes time."

### **3. Perceived effectiveness of implementation**

- a. Do you feel the feedback you received from your evaluator through the evaluation process has been helpful?
  - Overwhelming the teachers reported the feedback through evaluation as being helpful.
  - The feedback is more focused, more detailed, and more informative.
  - There were outliers that would like discussion following the observation, and more feedback.
- b. Do you feel the system is providing an accurate assessment of your teaching?
  - The feelings were mixed on this question, with those who said yes cited limitations such as the class composition or lesson being observed.
  - Others were more supportive, citing reasons such as evidence-based observation data, administrators being in the classroom more often, and greater objectivity and less subjectivity due to the Danielson Framework criteria.
  - It all depends on the quality of the SLOs.
- c. Do you feel that the feedback and the assessment of your teaching are still disconnected?
  - Most teachers felt there was an alignment between the feedback and assessment of teaching because of the evidence-based model.
  - The feedback focuses on what was actually observed, and those facts support teacher and principal accountability.

- d. Do you feel prepared for this new evaluation system?
- There was considerable variation among the pilot schools.
  - Those who had studied the Danielson Framework were more prepared for the new evaluation system.
  - The area of greatest concern impacting feelings of preparedness centered on the lack of clarity and confusion related to the SLOs.
  - Teachers reached various levels of preparedness through a variety of activities such as studying Danielson, attending SLO training, participating in *Teachscape*, and observing and providing feedback to other teachers.
  - There is optimism that this coming year will be better with one year behind them.
- e. Put yourself in the position of a teacher from another school district that will begin this work next year. After your first year, what would you tell that teacher to expect?
- Teachers would recommend getting the *Teachscape* and SLO training early, and also specific study of the Danielson framework.
  - Tell them not to expect to be a level 4, and that evaluation is about evidence.
  - Be open-minded about the process, and start collecting artifacts early.
  - Plan for time for conversations with administrators and be prepared for quick implementation.
  - Complete all assessments prior to setting a goal. Focus on goals for your students, and for assessments, use what is pre-made. Make sure the assessment will measure the goal.

- Expect a steep learning curve – it will take time. Be prepared for more work.
- Expect to take time to be reflective.
- Be comfortable with walk-throughs, use the advice/feedback, assess yourself honestly, and know that everyone has strengths and needs.

#### **4. Student Learning Objectives**

a. How difficult was it to set Student Learning Objectives for your classroom? What were the biggest challenges in setting Student Learning Objectives?

- The majority of the teachers interviewed did not believe it was difficult to establish the SLO's, but they nearly all agreed it more difficult to assess the SLOs.
- There was some confusion about the SLO form and what language to use in writing an objective.
- Many expressed that it was difficult to set an SLO that was realistic for a wide range of students for an entire year.
- Specials teachers found it challenging to write and assess SLOs.
- There is a reliance on standardized test results to establish and measure SLOs.

b. Did you experience any benefits associated with writing an SLO? What were the benefits?

- Many teachers reported the primary benefit associated with writing an SLO was the curriculum focus it provided for teachers and students alike.
- Another benefit for using SLOs is that they can be individualized for each class, and still offer accountability based on needs and results.

- Writing SLOs was frequently a team effort so it did provide for more teacher collaboration.
  - A few others did not experience any benefit from writing SLOs.
- c. Do you feel the SLOs you created accurately measure student growth?
- Most teachers did not feel SLOs accurately measured student growth.
  - The problem with SLOs accurately measuring student growth centered on the variability of the class and the expectation of having only 1 SLO per class for the entire year.
  - Assessing SLOs is an area where additional training would be helpful.
  - A few teachers agreed that SLOs accurately measure student growth.
- d. Do you feel your evaluation process and self-reflection will be different next year now that you have completed your first SLOs?
- A few teachers agreed that using SLOs next year will be less overwhelming because of the year of experience working with them.
  - Many teachers are still confused about the purpose of SLOs, how they are to be established, and how they are to be measured. Teachers would like more training and viewing of samples related to SLOs.
- e. How much time would you estimate it took you to write and monitor progress on your SLO?
- There was a range of responses to this question, from 15 minutes to 5 hours.
  - There was such a variety in the responses that no generalizations could be made in relation to the time needed to write and monitor SLOs.

## 5. Perceived effectiveness of training

- a. Did you participate in training related to the new evaluation system? Did you complete training in *Teachscape*? Did you receive training in developing and/or implementing SLOs?
  - Once again the type and scope of training was very different among the pilot schools.
  - In some schools, all teachers have taken *Teachscape*, while in other schools, no teachers have participated in *Teachscape*.
  - In many schools, 2 teachers attended the SLO training while many other teachers would like the training.
  - Training needs will vary by individual school.
- b. Thinking about the trainings you have completed, what could be done to make them more effective?
  - Teachers would like more training, and the training should happen earlier in the school year.
  - The teachers would like the trainers to be people who have actually been engaged in the teacher effectiveness process, and they would like a trainer specific to each subject and/or grade level area.
  - The training should offer greater clarity on how one can move from a 2 to 3 or from a 3 to a 4.
  - Additional viewing of teacher videos, discussion, and hands-on experiences would make the training more effective.
  - Provide refresher training for those who have already completed the training.



- c. Put yourself in the position of a teacher in a district that has not been through a pilot. What training would you recommend to them to help them prepare for this evaluation system?
- Overwhelmingly the teachers recommended training on the use of *Teachscape*, the Danielson Framework, and the use of SLOs.

## 6. Baseline Data

- a. How many times have you been observed this year and last year?
- Again this varied from District to District, but the norm was 1 formal for a tenured teacher, 2 formals for a nontenured teacher, and multiple informal walk-throughs for all teachers being evaluated.
- b. Did your administrator conducting the observations: (1) use Focus for observers; and (2) did he/she pass the Focus for observers certification (and when did this happen – before or mid-observation cycle)
- Once again there was so much variation in practice among the schools that it is difficult to make any generalizations, however, about a half of the schools used Focus for Observers to some degree.
- c. Have you used the *Teachscape* modules, and if so, how many and when you used them?
- Nearly all of the teachers in the focus groups had not used *Teachscape*.
- d. Which subjects/grades are you responsible for teaching?
- All grade levels and subject areas were represented in the focus groups.

**7. What additional comments or suggestions do you have regarding the Teacher Effectiveness Pilot?**

- Teachers need more time for training and implementation.
- There is a concern that the teacher effectiveness model requires more time from teachers, and especially of school administrators.
- There needs to be more information and guidance on what goes in the binders and for what purpose.
- An area of major concern centers on the SLOs – how to write them, how to assess them, and how to make them credible in the eyes of teachers.
- The DOE should establish a timeline for rollout that doesn't leave people feeling so rushed on what needs to be done next.
- Get the glitches out of *Teachscape* or find better software that would actually save time for the principal.
- The training would be better if it were delivered by someone who has actually used the model in the classroom, and better yet if it could be led by someone in the same discipline as the teacher.
- Could credit be offered for those who participated in the Pilot?
- The teacher effectiveness model is good in that the feedback is now more factual and evidence-based.

## Principal Focus Group Results

Results from the principal focus groups are summarized in this section. Each open-ended focus group interview question is presented followed by a summation of the various responses shared by the teachers. Approximately 14 principals participated in the focus group discussions.

### 1. Bigger picture questions

- a. How have the observations of your teachers differed this year from previous years? Was there a noticeable difference in the quality of observations you had from last year to this year?
  - Principals reported that the Danielson Framework has made a difference in the quality of feedback which is now more evidence-based.
  - Scripting lessons makes it possible to give evidence-based feedback.
  - There are more informal classroom observations that generate more reflection.
  - Measures were more objective than subjective, and as a result, the quality of feedback was more useful.
- b. How has your practice of conducting in-classroom observations changed this year from prior years?
  - The change in observations is centered on collecting evidence and artifacts, resulting in more useful feedback.
  - In some schools, *Teachscape* is used to archive informal observations and evidence.

- c. Has your experience in the pilot resulted in a more discussion with your teacher? Do you believe the conversations with your teachers were meaningful? In what way?
- Because of the Danielson Framework, the conversations with teachers are deeper, richer, and specific to the evidence.
  - The teacher self-rate options provides for reflective, meaningful, and useful dialogue.
- d. How has participation in the pilot impacted your instructional leadership?
- Generally principals felt the model strengthened their role as an instructional leader because it allowed them to be more engaged in the instructional processes of the school because of the Danielson Framework and the Common Core.
  - Being more of an instructional leader is calling for skills on coaching instruction.
- e. Do you believe the new evaluation system will generate a positive impact on student learning?
- Clearly a super majority of the principals believe the new evaluation system will have a positive impact on student learning.
- f. In what ways has the implementation of the new teacher effectiveness system changed relationships with your teachers and colleagues?
- Learning together strengthens relationships.
  - Professional relationships have grown due to collaboration and more discussions about teaching and learning.
  - The principal role has changed from being primarily a judge to one of mentor and coach.

## **2. Follow-up to attitude surveys**

- a. Has the new evaluation system impacted the way you reflect on evaluating teaching? In what ways?
  - The system has promoted more evidence-based feedback and discussion with teachers.
  - Teachers are more engaged in the evaluation process and not as passive as in previous models.
  - The system has me constantly reflecting on student engagement.
- b. What is your impression of the way in which the new teacher effectiveness asks evaluators and teachers to collect evidence of effective teaching and student learning? Are the requirements for evidence collection realistic?
  - The evidence is helpful for preconferences and other discussions relate to teaching and learning in the classroom.
  - The evidence removes subjectivity from the evaluation.
  - Collecting and analyzing evidence is valuable, but it requires much more time for administrators (for example 1 principal reported that it took 5 hours to score 2 teachers).
  - Teachers need more time to upload evidence.

- c. Do you feel the new system has created or lessened tension among staff at your school? Can you describe for us what about the evaluation system you feel are the causes of any tension between colleagues?
- Most principals reported that the new system did not create tensions among the staff or within the school.
  - There were feelings of anxiety related to the change, but not tension.
  - Teachers were concerned about the added workload and time placed on the principal.
- d. What are your feelings about the amount of time required to participate in the evaluation process? Do you think there are improvements that could be made to the system to decrease the time burden on teachers and administrators? Would your suggested changes reduce the opportunity to provide useful feedback?
- Without hesitation, principals reported that the new evaluation process takes considerably more time than any previous evaluation model.
  - The extra time required is not necessarily a negative; objective, evidence-based feedback is worth it.
  - Boards might support the evaluation process by hiring retired principals or teachers to help provide the rich feedback.
  - Some principals suggest evaluating continuing contract teachers every other year as an annual review is not realistic.
  - Regarding the evaluation process, one principal reported “It took about 21 full days for 33 teachers.”
  - *Teachscape* could be improved upon to help create efficiency.

### 3. Perceived effectiveness of implementation

- a. Do you feel the feedback you have given your teachers through the evaluation process been helpful?
  - The consensus was that the feedback has been helpful because it is more focused, especially since it is based on evidence related to the components in the Danielson Framework.
- b. Do you feel the system is providing an accurate assessment of teaching in your school?
  - Overwhelming the principals reported that the system provided an accurate assessment of teaching in their schools.
  - There is little confidence in the SLO process and outcome measures.
- c. Do you feel prepared for this new evaluation system?
  - The principals were split on their feeling of preparedness for the new evaluation system.
- d. Put yourself in the position of a principal from another school district that will begin this work next year. After your first year, what would you tell that principal to expect?
  - You need a year to study the Danielson Framework prior to getting into the evaluation process. Get trained early on *Teachscape* and know the Domains and Attributes.
  - Get summer training right before or after school year, build in PD time for teachers, and be prepared to spend a serious amount of time on teacher evaluation.
  - Set a reasonable number of teachers to work with – they don't all need this every year.

- Expect an excessive time requirement, don't wait to get started, training is important.
- Be deliberate about managing your time so you can schedule things to happen.
- Be reflective – expect rich conversations.

#### **4. Student Learning Objectives**

- a. How difficult was it (for your teachers) to set SLOs for your school? What were the biggest challenges in setting SLOs?
  - There appears to be confusion on the use of SLOs.
  - Several schools did not use SLOs this year.
  - Principals would like more training on the use of SLOs for all staff.
  - The greatest challenge with SLOs appears to be in the design of pre/post assessments to determine and monitor SLO growth.
- b. Did you experience any benefits associated with writing an SLO? What were the benefits?
  - Some principals reported the primary benefit being the conversations with teachers that happened as a result of writing SLOs and the focus on student improvement.
  - SLOs provide ownership for the teacher, and a vehicle to know what does/doesn't work in classroom strategies.
  - There is too much uncertainty about the SLO process to determine actual or perceived benefits.



- c. Do you feel the SLOs your teachers created accurately measure student growth?
- About half of the principals felt the SLOs created did accurately measure student growth.
  - One principal cautioned that unless there are good assessments, “....the results of the SLOs can look anyway we want them.”
- d. Do you feel your evaluation process and self-reflection will be different next year now that you have completed your first SLOs?
- There is a great deal of optimism among the group of principals that the SLO process will be better next year now that they know the rubric, *Teachscape*, and the evaluation process.
- e. How much time would you estimate it took you to assist, monitor, and evaluate your teachers’ SLOs?
- There was a considerable range in the response to this question, perhaps in part related to the interpretation of the question. The range was from 1 hour to 10 hours not including training or observation time.

## **5. Perceived effectiveness of training**

- a. Did you participate in training related to the new evaluation system? Did you complete training in *Teachscape*? Did you receive training in designing and/or evaluating SLOs?
- Every principal was involved in *Teachscape* and/or SLO training.
- b. Thinking about the trainings you have completed, what could be done to make them more effective?
- Principals recommended open the training up so more teachers (two last year) may attend.

- Spread out the training over several days with days in between for implementation.
  - Offer SLO training specifically for non-core teachers.
  - Provide opportunities to train with other principals.
- c. Put yourself in the position of a principal in a district that has not been through a pilot. What training would you recommend to them to help them prepare for this evaluation system?
- Principals must know the Danielson Framework prior to *Teachscape* training.
  - Immediately participate in *Teachscape*/SLO training.
  - Become competent in the design and use of SLOs in determining student growth.
  - Provide quality time for teachers to write assessments to measure SLOs.

## **6. Baseline Data / Teacher Summative Ratings**

- a. How many times have you conducted teacher observations this year and last year?
- On average, principals conducted 1 formal observation for tenured teachers, 2 formal observations for non-tenured teachers, and 4 informal observations for both groups.
  - Principals implemented the evaluation model in the range of a few teachers to an entire faculty of 33 teachers.

- b. Did you (1) use Focus for observers; and (2) did you pass the Focus for observers certification (and when did this happen – before or mid-observation cycle)
- Most principals received the Focus for Observers certification.
  - *Teachscape* Focus and Reflection was used for formal and informal observations.
- c. Which grade levels are you responsible for administering?
- All grade levels were represented in the pilot.
- d. What percentage of your teaching staff have you evaluated this year?
- Principals reported evaluating teachers in the range of 50 -100% of their entire staff.
- e. What percent of your teachers did you rate as
- Below Expectations: 0%
  - Meeting Expectations: 90%
  - Exceeding Expectations: 10%

**7. What additional comments or suggestions do you have regarding the Teacher Effectiveness Pilot?**

- We need more direction from DOE on what to do when. It started out good in June and July, but now we are just wondering what to do.
- We need to get practitioners out to deliver the message to other schools.
- It would be nice to have more standardized assessments and more SLO training for all teachers. There needs to be additional training on evidence collection and assessment.

- It would be good to establish a central database for the evidence on Teacher Reflect – now it takes too long to go back to each observation.
- If comparative data for schools is going to be available, then the integrity of the process/product must be monitored. If it is not being done the same in all districts, then there is a problem. Nobody wants to be in the bottom third.
- Principals need access to the teacher version of *Teachscope*.
- There needs to be a coaching component for principals.
- Fix the technology problems with *Teachscope* – it is too “clicky” and too cumbersome.

## Summative Teacher Ratings

Principals also were requested to provide information regarding the number of teachers they evaluated using the pilot teacher evaluation system and how many of their teachers received ratings of *below expectations*, *meeting expectations*, and *exceeding expectations*. As most of the summative ratings had not yet been completed at the time of the face-to-face focus group meetings, follow-up emails were sent to the principals requesting this information.

A total of eight principals provided their summative teacher evaluation ratings. These are summarized in the following table. Individual school names are excluded for purposes of confidentiality.

School	<u>Below Expectations</u>		<u>Meeting Expectations</u>		<u>Exceeding Expectations</u>	
	No.	%	No.	%	No.	%
A	0	0.0	27	90.0	3	10.0
B	0	0.0	5	100.0	0	0.0
C	2	20.0	7	70.0	1	10.0
D	0	0.0	8	50.0	8	50.0
E	0	0.0	9	100.0	0	0.0
F	0	0.0	31	96.9	1	3.1
G	0	0.0	18	90.0	2	10.0
H	0	0.0	8	50.0	8	50.0
TOTAL	2	1.4	113	81.9	23	16.7

Responding principals provided summative evaluation ratings for a total of 138 teachers among their eight schools. The great majority of teachers (81.9%) were rated by their principals as *meeting expectations*. While about one out of six teachers (16.7%) received ratings of *exceeding expectations*, only two teachers (1.4%) in the entire group were considered to be *below expectations*. Interestingly, only one principal out of the eight who responded rated any of their teachers *below expectations*.

## **Student Learning Objectives**

In addition to providing open-ended responses for the focus group interviews, principals were requested to provide samples of the SLOs that their teachers had developed during the pilot year. About half of the sample SLOs submitted were completed using some form of template such as the Student Growth Goal Setting Template, South Dakota Draft SLO Process Guide, or other template. The remaining SLOs were submitted in a variety of formats; therefore, the SLOs represent a large diversity in format and content.

Eight of the principals provided samples of SLOs from teachers in their schools. Following is a sampling of the actual student growth goal statements from these responding schools. Individual school names are excluded for purposes of confidentiality.

### **School A**

- I plan to use the pre/ post screening functions of “reading plus” to document improvement in student reading scores among the 7<sup>th</sup> and 8<sup>th</sup> grade Language Arts classes. My learning goal is to increase the average comprehension and vocabulary by 30% during this school year.
- By the end of the course (2013-2014 school year) all 6<sup>th</sup> grade music students, will show measurable growth in Sight Reading Music as measured by performance rubric. 85% of students will score a 4 or above on 5 point rubric.
- By the end of the course (2013-2014 school year) all 5<sup>th</sup> and 6<sup>th</sup> grade students will show measurable growth in understanding Time Signatures/Meter and essential vocabulary. 85% of the students will score 85% or above on written assessment.
- All students in the Physics class will show a 40% improvement as based on the FCI during the 2013-2014 school year.

- By the end of the year all band students will improve their note reading skills, and at least 80% of the class will score a 90% or higher on their note naming quiz.
- One middle school special education student will increase his reading grade level by six months growth from November to May as measured by the Reading Plus online program.

## **School B**

- At the end of the 2013 – 2014 school year, all students will be able to read and write numerals between 0 and 120. In addition, 90% of students will represent a number of objects with a written numeral with 90% accuracy as measured by a teacher created assessment.
- For the 2013 – 2014 school year, all students will demonstrate an increased growth in number sense on the DIBELS Next Advanced Quantity Discrimination assessment. At least 87% of students will meet or exceed benchmark by the end of the year assessment.
- All students will perform 30 repetitions of the Jungle Gym Body Row Test in the stability position, using all seven components correctly by the end of the 2013 – 2014 school year.
- During the 2013 – 2014 school year, I can expect measurable growth throughout the school year with 80% of my students meeting and/or exceeding the composite benchmark goal on the DIBELS Next end of year assessment.
- For the 2013 – 2014 school year, my students will make measurable progress in reading. Each student will improve by 5 points in letter sound fluency, letter naming fluency, and phoneme segmentation fluency as measured by the DIBELS Next end of year assessment.

- For the 2013 – 2014 school year, my second grade students will demonstrate measurable growth in mathematics computation on the DIBELS Math assessment. At least 85% of my students will meet or exceed the DIBELS computation benchmark by the end of the year.
- I expect my students to gain 40% increase in words while reading aloud and maintaining comprehension as measured by the Quantitative Reading Inventory during the 2013 – 2014 school year. The QRI determines students' fluency at their comprehension level.
- For the 2013 – 2014 school year, my student will exceed the 1<sup>st</sup> grade benchmark for NWF as measured on DIBELS Next assessment by the end of the school year.
- For the 2013 – 2014 school year, 100% of students will make measurable growth as identified by the DIBELS Math Computation assessment in adding and subtracting within 20. At least 85% of students will meet or exceed benchmark at the end of the year.
- For the 2013 – 2014 school year, all of my students will demonstrate measurable growth in mathematics computation. All students will meet typical growth identified by the DIBELS Math assessment. At least 85% of my students will meet or exceed benchmark on the end of the year assessment in computation.
- For the 2013 – 2014 school year, my second grade students will demonstrate measurable growth in mathematics computation on the DIBELS Math assessment. At least 85% of my students will meet or exceed the DIBELS computation benchmark by the end of the year.
- For the 2013 – 2014 school year, 85% of my students will meet or exceed benchmark on the end of the year assessment as measured by DIBELS Math.



- My teacher created science test will measure key ideas and standards of 5<sup>th</sup> grade science during the 2013 – 2014 school year. I expect my students to get at least an 85% on the final overall test, and GAP students to get at least a 75% on the final overall test as measured by the teacher created science test.
- For the 2013 – 2014 school year, 85% of students will score 18 – 21 on the teacher created junior kindergarten math test.
- The outcome I am expecting is specifically measured through retell quality in DIBELS Next. If students learn to pull out main ideas, key details, story elements, and summarize, not only should their retell quality increase, but also their number of words for the retell. I expect 100% of students will make measurable gains towards benchmark and 85% will be at benchmark in the 3 comprehension components on the 2013 -2014 end of year assessment.
- During the 2013 – 2014 school year, I can expect measurable growth with 80% of my students meeting or exceeding benchmark targets at the end of the year as measured in the DAZE and DIBELS Next assessment.
- During the 2013 – 2014 school year, all the 4<sup>th</sup> grade students will make measurable progress in identifying music symbols. 80% of the students will receive 83% or above on the end of year teacher created assessment. (10/12)
- For the 2013 – 2014 school year, 100% of my kindergarten students will make measurable growth as measured by DIBELS Next. Furthermore, each student will meet or exceed their current performance level by the end of the year as reported by DIBELS Next.
- By the end of the 2013 – 2014 school year, 80% of students will identify all capital and lower case letter names and corresponding sounds including the short and long vowel sounds using the CORE Phonics screener. All students

will increase the number of letters and sounds they can identify by the end of the year.

- I expect my students to be able to read at 95% or higher accuracy by the end of the 2013 – 2014 school year as measured on the DIBELS Next assessment.
- All second grade students will improve their annual (2013) ACCESS academic language scores by 2 points in all 4 domains of language acquisition, speaking, listening, reading, and writing during the 2013 – 2014 school year as measured by the 2014 ACCESS assessment.
- 90% of Mrs. X's second grade students will be able to demonstrate and identify 2 strategies for self-calming as measured by teacher created pre/post test for the 2013 – 2014 school year.
- For the 2013 – 2014 school year, the 5<sup>th</sup> grade student will make measurable progress in ORF. He/she will improve the number of words read per minute by 3 words/week while maintaining an accuracy rate of 95% or greater as measured on the DIBELS Next assessment.

### **School C**

- By the end of the 2013-14 school year, the accelerated algebra 2 students will obtain a score of at least 22 on the 32 point teacher created post-test.
- During the second semester of the 2013-2014 school year, all Algebra II students will demonstrate growth from their pretest score and will score a minimum of 10 out of 15 points correct on the post-tests.

### **School D** (all SLOs at this school were set by the school board)

- 80% of students will increase in reading by 1.5 grade levels based on the MAPS assessment.

- 100% of students will increase in reading by 1.5 grade levels based on the MAPS assessment.
- 90% of students will increase in math by 1.5 grade levels based on the MAPS assessment.
- 60% of students will increase in reading by 1.5 grade levels based on the MAPS assessment.
- 70% of students will increase in math by 1.5 grade levels based on the MAPS assessment.

#### **School E**

- All of the seventh grade students will make measurable progress on the semester test encompassing grammar, writing and speaking concepts. Ninety percent or more of my seventh grade students will demonstrate proficiency (80 % or above) on the semester test.

#### **School F**

- All seventh graders will increase their current reading comprehension and vocabulary by 30% during this school year.
- All eighth graders will increase their current reading comprehension and vocabulary by 30% during this school year.

#### **School G**

- During the 2013-2014 school year, all first grade students will increase their oral reading fluency (RCBM) by a minimum of 20 words by the May AIMS RCBM Benchmark assessment.

- During the 2013-2014 school year, all students will increase one half to one year or more on the STAR reading assessment.
- Eighty percent of all students will perform at or above third grade level by the end of the school year as measured by the STAR reading assessment.

## **School H**

- By the end of the current school year, at least 80% of my students will raise their ACT math test score by 2 points. The remaining 20% % of my students will raise their ACT math test score by 1 point.
- By the end of the 2013-2104 school year, 100% of the Spanish I students will show measurable progress in the area of vocabulary comprehension. At least six of the eight students will be at the accomplished level. Remaining students will be least at the developing level.
- During the 2013-2014 school year, students will improve their ability to analyze non-fiction text critically and use textual-based evidence. Students will improve their performance by one or more levels in all areas as evidenced by a district common rubric. Furthermore, 80% of the students will score a three in each area on the post-assessment, and the other 20% whose average was a 12 will maintain or improve their overall score by 1.5 points on the rubric scale.
- During this school year, 100% of my students will achieve measurable progress in basic drafting and woodworking. Each student will improve their performance in the areas of drafting working view drawings, writing procedure steps of building plans and building wood projects to scale. Furthermore, one third of the students will score 90% or higher on two thirds will score 80% or higher by the end-of-the-year assessment.

An examination of the SLO samples articulated above indicates that most of the plans have the following characteristics:

- Expected progress is expressed in specific units or amounts that appear to be measurable using some form of standardized or teacher-developed instrument.
- Most plans express the current level or student achievement from which growth will be measured. The baseline student performance/achievement levels are mainly based on actual student performance and not just the student's grade level.
- Most plans require some form of artifacts or documentation to demonstrate that stated growth was achieved.
- There is a variety in the format used to write the SLO plans as well as in the required specificity of the plans.

## CONCLUSIONS

The following conclusions emerged from a review of the results of data analysis of the teacher and principal surveys, as well as from responses garnered through the focus group discussions. Teacher conclusions culled from their surveys and focus groups are presented first, followed by the principal conclusions.

### Teacher Survey Conclusions

1. Overall, about half the teachers completed the state-sponsored trainings or online *Teachscape* trainings. Of those who completed the trainings, the majority found them no more than somewhat useful.
2. While the majority of teachers developed SLOs for their students during the pilot year, many fewer clearly understood how the SLO results would factor into their annual summative ratings.
3. Teachers utilized a variety of approaches in developing their SLOs for the pilot year, but most of them collaborated with their administrators in the process.
4. Generally, about half the teachers were confident that the new evaluation system would provide instructional and student assessment benefits for them given enough time to fully implement them. About the same number believed that the new evaluation system would enable their principals to fairly assess the quality of their own teaching.
5. Teachers were clearly concerned about the additional time and paperwork requirements for their principals to implement the new evaluation model.
6. While many teachers did not feel the need for additional training, more of them expressed the desire to receive more training regarding the Danielson framework, development and assessment of SLOs, and how to navigate and utilize the *Teachscape* website.

7. Among the most common apprehensions expressed by teachers was the need for additional time to become familiar with the new evaluation model and how to implement it.

### **Teacher Focus Group Conclusions**

1. Compared to previous teacher evaluation models, teachers felt optimistic that the new system relies more heavily on data-based decision making, collaboration with the principal, and less on subjective assessment of the quality of their teaching.
2. While teachers expressed concern regarding the time requirements of the new evaluation system, they were optimistic that going into next year the additional familiarity with the system would result in efficiencies in time and paperwork.
3. Teachers remained divided on the instructional benefits of SLOs and whether they fully understood how student growth measures would reflect on their own summative ratings.
4. Teachers perceived that they would have been better prepared for the pilot year of the new evaluation system if they had received more extensive training earlier and the training had been continued on during the course of the pilot year.
5. Implementation of the new evaluation system throughout the pilot schools varied from district to district. Most teachers in the pilot schools were observed using the new system at least once during the year, but the procedures for these observations were not consistent across all school districts.

## Principal Survey Conclusions

1. Nearly all of the principals completed each of the state-sponsored trainings and online trainings focusing on the new evaluation model. Most of them found the trainings somewhat useful in terms of an introduction to the new model and elements such as SLOs and *Teachscape*.
2. Most of the principals collaborated with their teachers to develop SLOs and felt confident in how the SLOs are incorporated into the summative evaluations of their teachers.
3. Principals generally acknowledged that they understood and felt confident with the procedures for implementing the new evaluation model.
4. Principals highlighted that the new evaluation model would enhance their ability to rate their teachers by establishing clear expectations, requiring additional teacher reflection on their own performances, and enabling teacher assessment to drive professional development and improved practice.
5. While principals are enthusiastic about the benefits of implementing the new evaluation model, they admit that doing so will increase the amount of time and paperwork associated with the process of evaluation.
6. While most principals felt that they understood the new evaluation model fairly well, far fewer conceded that they were ready to implement the system.
7. Principals strongly believed that the training to implement the new evaluation produced positive results on their professional development and their collaboration with others.
8. Principals had mixed feelings regarding whether the additional time and paperwork required to implement the new evaluation model would be worth the potential benefits.



## Principal Focus Group Conclusions

1. Principals overwhelmingly believe that implementing the new evaluation system will enhance their instructional leadership effectiveness and enable them to conduct more accurate and useful teacher evaluations.
2. Principals expressed trepidation regarding their teachers' understanding and comfort assessing student growth using the SLOs. Many of the principals also had concerns about their ability to accurately incorporate teachers' SLOs into the summative evaluations. On a more positive note, many of the principals were optimistic that continued practice with SLOs during the coming school year would produce more positive teacher and principal attitudes toward using the SLOs.
3. Principals were able to formally evaluate more than half their teachers during the pilot year and most were comfortable assigning a *meeting expectations* rating for their teachers.

## Appendix A

### Teacher Focus Group Interview Protocol

## TEACHER EFFECTIVENESS PILOT – TEACHER FOCUS GROUPS

As a teacher at one of the South Dakota Teacher Effectiveness Pilot schools, you are invited to participate in this focus group discussion to share your perceptions regarding the implementation of the Pilot process. Please recall that the Teacher Effectiveness Pilot seeks to assess administrative procedures, training, and support systems associated with implementing the teacher evaluation system; identify best practices, challenges, and opportunities associated with implementing the teacher evaluation system; and, inform any necessary changes to the model teacher evaluation system prior to system-wide implementation next school year. This focus group discussion is designed to allow you the opportunity to provide feedback regarding the current status and progress of the Teacher Effectiveness Pilot process.

Would you consider taking approximately 45 minutes to share your insights and suggestions regarding the implementation of the Pilot project? The study will provide valuable feedback regarding the implementation of the SD Teacher Effectiveness Pilot to the SD Department of Education and the East Dakota Educational Cooperative.

All information you share will be recorded through hand written notes – to assure confidentiality, no recording devices will be used. All of your information will be stored in a secure location by the focus group researchers until the conclusion of the research phase of the Pilot project, and will then be destroyed.

Please be assured that the information received will be held confidential and will be treated with the utmost professional discretion. As all information you share will be maintained confidentially, there is no risk to you individually or to your school. Therefore, your honest and open insights and suggestions would be greatly appreciated. Thank you once again for your valuable assistance with this research.

Dr. Mark Baron  
University of South Dakota

Dr. Fred Aderhold  
University of South Dakota

## **FOCUS GROUP QUESTIONS:**

### **1. Bigger picture questions:**

- f. How have the observations of your teaching differed this year from previous years? Was there a noticeable difference in the quality of observations you had from last year to this year? (For principals – “How has your practice of conducting in classroom observations changed this year from prior years?”)
- g. Has your experience in the pilot resulted in a more discussion with your principal? Do you believe the conversations with your evaluator were meaningful? In what ways?
- h. How has participation in the pilot impacted your teaching?
- i. Do you believe the new evaluation system will generate a positive impact on student learning?
- j. In what ways has the implementation of the new teacher effectiveness system changed relationships with your colleagues and administrators?

### **2. Follow-up to attitude surveys:**

- e. Has the new evaluation system impacted the way you reflect on your teaching? In what ways?
- f. What is your impression of the way in which the new teacher effectiveness asks evaluators and teachers to collect evidence of effective teaching and student learning? Are the requirements for evidence collection realistic?
- g. Do you feel the new system has created or lessened tension among staff at your school? Can you describe for us what about the evaluation system you feel are the causes of any tension between colleagues?
- h. What are your feelings about the amount of time required to participate in the evaluation process? Do you think there are improvements that could be made to the system to decrease the time burden on teachers and administrators? Would your suggested changes reduce the opportunity to receive useful feedback?

### **3. Perceived effectiveness of implementation:**

- f. Do you feel the feedback you received from your evaluator through the evaluation process has been helpful?
- g. Do you feel the system is providing an accurate assessment of your teaching?
- h. Do you feel that the feedback and the assessment of your teaching are still disconnected?
- i. Do you feel prepared for this new evaluation system?
- j. Put yourself in the position of a teacher from another school district that will begin this work next year. After your first year, what would you tell that teacher to expect?

4. Student Learning Objectives:

- f. How difficult was it to set SLOs for your classroom? What were the biggest challenges in setting SLOs?
- g. Did you experience any benefits associated with writing an SLO? What were the benefits?
- h. Do you feel the SLOs you created accurately measure student growth?
- i. Do you feel your evaluation process and self-reflection will be different next year now that you have completed your first SLOs?
- j. How much time would you estimate it took you to write and monitor progress on your SLO?
- k. *Would you please share with us each of your SLOs, either from the SLO process template guide or any other form of documentation that you used?*

5. Perceived effectiveness of training

- d. Did you participate in training related to the new evaluation system? Did you complete training in Teachscape? Did you receive training in developing and/or implementing Student Learning Objectives?
- e. Thinking about the trainings you have completed, what could be done to make them more effective?
- f. Put yourself in the position of a teacher in a district that has not been through a pilot. What training would you recommend to them to help them prepare for this evaluation system?

6. Baseline Data:

- e. How many times have you been observed this year and last year?
- f. Did your administrator conducting the observations: (1) use Focus for observers; and (2) did he/she pass the Focus for observers certification (and when did this happen – before or mid-observation cycle)
- g. Have you used the Teachscape modules, and if so, how many and when you used them?
- h. Which subjects/grades are you responsible for teaching?

7. What additional comments or suggestions do you have regarding the Teacher Effectiveness Pilot?

Thank you for participating. Your responses will remain confidential and will not be reported in a way that allows anyone to identify you or your school based on them.

School: \_\_\_\_\_

Teachers: \_\_\_\_\_

## Appendix B

### Principal Focus Group Interview Protocol

## TEACHER EFFECTIVENESS PILOT – PRINCIPAL FOCUS GROUPS

As a principal at one of the South Dakota Teacher Effectiveness Pilot schools, you are invited to participate in this focus group discussion to share your perceptions regarding the implementation of the Pilot process. Please recall that the Teacher Effectiveness Pilot seeks to assess administrative procedures, training, and support systems associated with implementing the teacher evaluation system; identify best practices, challenges, and opportunities associated with implementing the teacher evaluation system; and, inform any necessary changes to the model teacher evaluation system prior to system-wide implementation next school year. This focus group discussion is designed to allow you the opportunity to provide feedback regarding the current status and progress of the Teacher Effectiveness Pilot process.

Would you consider taking approximately 45 minutes to share your insights and suggestions regarding the implementation of the Pilot project? The study will provide valuable feedback regarding the implementation of the SD Teacher Effectiveness Pilot to the SD Department of Education and the East Dakota Educational Cooperative.

All information you share will be recorded through hand written notes – to assure confidentiality, no recording devices will be used. All of your information will be stored in a secure location by the focus group researchers until the conclusion of the research phase of the Pilot project, and will then be destroyed.

Please be assured that the information received will be held confidential and will be treated with the utmost professional discretion. As all information you share will be maintained confidentially, there is no risk to you individually or to your school. Therefore, your honest and open insights and suggestions would be greatly appreciated. Thank you once again for your valuable assistance with this research.

Dr. Mark Baron  
University of South Dakota

Dr. Fred Aderhold  
University of South Dakota

### **FOCUS GROUP QUESTIONS:**

1. Bigger picture questions:

- k. How have the observations of your teachers differed this year from previous years? Was there a noticeable difference in the quality of observations you had from last year to this year?
- l. How has your practice of conducting in-classroom observations changed this year from prior years?
- m. Has your experience in the pilot resulted in a more discussion with your teacher? Do you believe the conversations with your teachers were meaningful? In what ways?
- n. How has participation in the pilot impacted your instructional leadership?
- o. Do you believe the new evaluation system will generate a positive impact on student learning?
- p. In what ways has the implementation of the new teacher effectiveness system changed relationships with your teachers and colleagues?

2. Follow-up to attitude surveys:

- i. Has the new evaluation system impacted the way you reflect on evaluating teaching? In what ways?
- j. What is your impression of the way in which the new teacher effectiveness asks evaluators and teachers to collect evidence of effective teaching and student learning? Are the requirements for evidence collection realistic?
- k. Do you feel the new system has created or lessened tension among staff at your school? Can you describe for us what about the evaluation system you feel are the causes of any tension between colleagues?
- l. What are your feelings about the amount of time required to participate in the evaluation process? Do you think there are improvements that could be made to the system to decrease the time burden on teachers and administrators? Would your suggested changes reduce the opportunity to provide useful feedback?

3. Perceived effectiveness of implementation:

- k. Do you feel the feedback you have given your teachers through the evaluation process been helpful?
- l. Do you feel the system is providing an accurate assessment of teaching in your school?
- m. Do you feel prepared for this new evaluation system?
- n. Put yourself in the position of a principal from another school district that will begin this work next year. After your first year, what would you tell that teacher to expect?



4. Student Learning Objectives:

- l. How difficult was it (for your teachers) to set SLOs for your school? What were the biggest challenges in setting SLOs?
- m. Did you experience any benefits associated with writing an SLO? What were the benefits?
- n. Do you feel the SLOs your teachers created accurately measure student growth?
- o. Do you feel your evaluation process and self-reflection will be different next year now that you have completed your first SLOs?
- p. How much time would you estimate it took you to assist, monitor, and evaluate your teachers' SLOs?

5. Perceived effectiveness of training

- g. Did you participate in training related to the new evaluation system? Did you complete training in Teachscape? Did you receive training in designing and/or evaluating Student Learning Objectives?
- h. Thinking about the trainings you have completed, what could be done to make them more effective?
- i. Put yourself in the position of a principal in a district that has not been through a pilot. What training would you recommend to them to help them prepare for this evaluation system?

6. Baseline Data / Teacher Summative Ratings:

- i. How many times have you conducted teacher observations this year and last year?
- j. Did you (1) use Focus for observers; and (2) did you pass the Focus for observers certification (and when did this happen – before or mid-observation cycle)
- k. Which grade levels are you responsible for administering?
- l. What percentage of your teaching staff have you evaluated this year?
- m. What percent of your teachers did you rate as

Below Expectations: \_\_\_\_\_

Meeting Expectations: \_\_\_\_\_

Exceeding Expectations: \_\_\_\_\_

7. What additional comments or suggestions do you have regarding the Teacher Effectiveness Pilot?

Thank you for participating. Your responses will remain confidential and will not be reported in a way that allows anyone to identify you or your school based on them.

School: \_\_\_\_\_ Principal: \_\_\_\_\_